DOCUMENT RESUME

ED 300 503 UD 026 500

AUTHOR Tuck, Kathy D.; Shimbuli, Frieda N.
TITLE An Evaluation of the Truancy Prevention Plan.
INSTITUTION District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE Jan 88
NOTE 95p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Ancillary School Services; *Attendance; *Attendance Patterns; Communications; Dropout Programs; Elementary Secondary Education; *Improvement Programs; Program Development; Program Effectiveness; *Program Evaluation; Pupil Personnel Services; Staff Development; Telephone Communications Systems; *Truancy; Urban Education
IDENTIFIERS *District of Columbia Public Schools

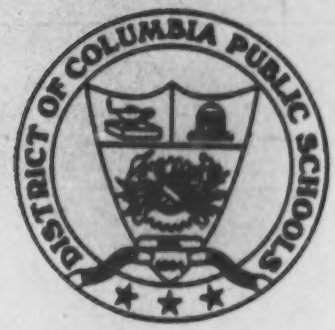
ABSTRACT

On the average, 10 percent of District of Columbia Public School (DCPS) students--approximately 8,500 students--are absent from school each day. In order to combat truancy, which often leads to dropping out, DCPS developed the Truancy Prevention Plan, part of a Comprehensive Plan for School Attendance Improvement, which was implemented between school years 1985-86 through 1987-88. The Truancy Prevention Plan had the following operational components: (1) development and implementation of the local school plans; (2) installation and operation of the automatic dialing system for telephoning absent students' homes; (3) expansion and improvement of the attendance staff and monitoring procedure; and (4) establishment and operation of the student attendance service centers. Each of these components has been assessed in this evaluation. Many of the guidelines of the Truancy Prevention Plan were followed as recommended for all operational components of the plan. When implemented, these guidelines were responsible for the attendance improvements that occurred. Recommendations for improvement are offered. Tables and figures illustrate the data. Appendices comprising nearly half the document present additional data, and provide the evaluation instruments. A brief list of references is included. (BJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

11-17-88

ED300503



* *

AN EVALUATION OF THE TRUANCY PREVENTION PLAN

* *

BEST COPY AVAILABLE

Floretta Dukes McKenzie
Superintendent of Schools
Chief State School Officer

January, 1988

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Cooper
D.C. Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

D026 500

District of Columbia Public Schools

AN EVALUATION OF THE TRUANCY PREVENTION PLAN

Division of Quality Assurance
and Management Planning

Mr. David Huie
Director

Dr. Norman Gold
Director
Research and Evaluation

Prepared by:

Dr. Kathy D. Tuck
Senior Research Associate

Ms. Frieda N. Shimbuli
Research Assistant

January, 1988

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

On the average, 10% of D.C. Public School (DCPS) students are absent from school everyday (approximately 8,500 students per day). Thus, in view of the magnitude of this attendance problem and its relationship to certain achievement outcomes, including dropping out of school altogether, the Superintendent of Schools requested that the Division of Student Services convene a committee for Attendance Improvement Planning. As a result, the "Comprehensive Plan for School Attendance Improvement" was written and designed to be implemented over a period of three years (SY 1985-86 through SY 1987-1988). Truancy prevention is a fundamental component of that plan. An effective truancy prevention plan is expected to improve the overall school attendance rate and level of student achievement, as well as make a significant impact on the dropout problem facing DCPS.

The Truancy Prevention Plan (section 2.4 of the Comprehensive Plan for School Attendance Improvement) relies upon the resources and guidelines of the Comprehensive Plan and entails four operational components: (1) development and implementation of the local school plans; (2) installation and operation of the automatic telephone dialing system; (3) expansion and improvement of the attendance staff and monitoring procedure; and (4) establishment and operation of the student attendance service centers (SASCs). Each of these components have been assessed in this evaluation.

In summary, it was found that many of the guidelines of the Truancy Prevention Plan have been followed as recommended for all operational components of the plan. It was also found that, when implemented, these guidelines have been responsible for the attendance improvements which have occurred.

While many of the junior and senior high schools were found to have developed effective attendance plans, over one-half had not. The result is that one-half of the schools included in this evaluation did not show improvements in their annual attendance rates. The schools which failed to show attendance improvements were found to be weak in their implementation of two major guidelines set forth in the Truancy Prevention Plan: (1) needs assessment and goal development, and (2) implementation of critical activities. It is, therefore, strongly recommended that these schools be encouraged to adhere to the recommended guidelines of the Truancy Prevention Plan, and, most importantly, devote considerable time towards needs assessment and goal development. This evaluation has found that such planning appears to be essential for improving the school attendance rate.

This evaluation also found that the automatic dialing system has not served DCPS to its full potential. Due to the relatively large amount of time the auto-dial machines were found to be inoperable during the assessment period, it was not possible to determine the potential level of effectiveness in reducing truancy. It was concluded that the system has not received adequate maintenance support, and is, therefore, recommended that the maintenance operation of the system be reviewed. Necessary actions should be taken to ensure that the machines are serviced properly and in a timely manner. Further, it is recommended that attendance staff be given further training on how to properly operate the auto-dial machines as well as on the different capabilities of the machines. This should be done with the knowledge that DCPS parents have stated a higher preference for personal contact with the attendance staff, and the auto-dial system cannot substitute for this. It is expected, however, that adequate maintenance support, along with proper staff training will permit the auto-dial system to be used effectively.

It is noted that school attendance personnel housed in the junior and senior high schools are responsible for serving elementary and career development truant students as well; a daily ratio of 1:60. However, it was found that more than one-half of the students in need of attendance services in their local schools did not receive them. It is recommended that steps be taken to revise the referral process for attendance services. At the time of this study, students were referred for attendance services by the homeroom teacher. It is recommended that this procedure be revised to allow the school attendance office direct and continous access to attendance information for all students. This will allow the attendance staff to become immediately alerted to patterns of truant behavior. Perhaps, the newly implemented Student Information Management System (SIMS) will be useful in this regard when fully operational. Such improvements in the referral process may also necessitate further expansion of the school attendance staff.

In addition to limited referrals in the local schools, it was also found that referral of students to the Student Attendance Service Centers (SASCs) was inadequate. Only a small percentage of the students in need of SASC services were referred. It is, therefore, further recommended that the referral process for SASC services be improved. It is expected that increased referrals to the SASCs will greatly supplement the efforts of the school attendance office as outlined in the Truancy Prevention Plan.

With regard to attendance services, it was found that services which have been delivered to these students have been limited primarily to one-third of those recommended in the guidelines of the Truancy Prevention Plan. While these

particular services were delivered to students at all levels of truancy, those students considered to be chronically truant did receive these services more often.

The services which were most often delivered were found to have an "immediate" effect on truancy reduction, but it appears that these services were less effective over time. Further evidence of diminished effects were apparent by the lack of a relationship between these services and "sustained" effects on truancy reduction. It is therefore recommended here, as in the guidelines of the Truancy Prevention Plan, that more intensive and consistent service types be incorporated into the service plans of those students showing continuous patterns of truant behaviors. It is further recommended that steps be taken to "review" with the present attendance staff their role and responsibilities as set forth in the guidelines of the Truancy Prevention Plan. It is suggested that particular emphasis be placed upon the delivery of more intensive services. It is noted that effective delivery of more intensive services may also necessitate further expansion of the present attendance staff.

Evidence was also found in support of the research argument that certain punitive measures, such as detention and suspension, tend to be counterproductive to attendance improvements. Such measures were found to be negatively related to improvements in annual school attendance rates. Also, attendance services perceived to be punitive, such as joint student and parent conferences, were found to be negatively related to declines in student truancy. Such findings suggest the need for a systematic review of policies governing punitive actions taken in cases of student truancy.

While staff development and morale were not formally assessed in this evaluation, informal observations revealed, in some cases, high levels of frustration, and in most cases, disillusionment with school support. It is, therefore, recommended that steps be undertaken to assess formally and remediate the morale of the attendance staff.

Finally, this evaluation found that students receiving attendance services, as well as their parents, generally had positive attitudes about school and school attendance. It was further noted that student attitudes were significantly related to sustained declines in truancy. Thus, it is recommended that further study be undertaken to determine the factors influencing the attitudes of DCPS students toward school and school attendance. Those apparently relevant factors examined in this evaluation (i.e., attendance services and critical activities in the school) appear to have no direct relationship with the student attitudes. It is expected that an upcoming follow-up study of students-at-risk planned by the Division of Quality

Assurance will address this issue.

It is concluded that DCPS has begun implementation of an effective school attendance program, but that components of the Truancy Prevention Plan appear to be operating independently. It is recommended that schools take steps toward integrating all components of their attendance plans. In particular, the local school plans should offer more direct support to the delivery of attendance services, and more interactive strategies should be planned between the attendance staff and classroom personnel.

By the end of SY 1987-88 it is not expected that DCPS will have reached the primary goal of the Comprehensive Plan: a 95% average attendance rate. After two years of program implementation, the overall annual school attendance rate has reached 90.8% (SY 1986-87), an increase of less than 1% (0.5%). The evidence suggests, however, that recommendations developed from the findings of this evaluation will significantly improve the implementation of the Truancy Prevention Plan, and will, undoubtedly, further improve the annual school attendance rate.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
RESEARCH REVIEW	2
Truancy as a National Problem	2
Truancy in the District of Columbia	4
EVALUATION DESIGN	6
Assessing the Local School Plans	6
Assessing the Automatic Dialing System	6
Assessing the Local School and SASC Attendance Services	7
EVALUATION FINDINGS	9
Development and Implementation of the Local School Plans	9
Impact of the Local School Plans	12
Installation and Operation of the Automatic Dialing System	15
Impact of the Automatic Dialing System	15
Expansion and Improvement of Attendance Staff and Monitoring Procedures	16
Impact of the Local School and SASC Attendance Services	27
IMPLICATION OF FINDINGS AND RECOMMENDATIONS	36
REFERENCES	39
APPENDIX-A Tables A-1 through E Figures A-1 through A-19	40
APPENDIX-B Evaluation Instruments	66

LIST OF TABLES

Page

Table 1 - School Differences on Composite Scores for Attendance Improvements 13

Table 2 - School Differences on Separate Effects of Attendance Planning 14

Table 3 - Students at Each Truancy Level During Each Assessment Month..... 18

Table 4 - Total Students Referral..... 22

Table 5 - Students Receiving Attendance Services During the Assessment Period..... 23

Table 6 - Average Number of Attendance Services Received..... 25

Table 7 - SASC Services Received by Students..... 26

Table 8 - Level of Truancy Decline/Incline for Students During Each Assessment Inverval..... 28

Table 9 - Incidence of Truancy Decline by Student Referral..... 29

Table 10 - Incidence of Truancy Decline Through Class Attendance Monitoring..... 29

Table 11 - Relationship Between Attendance Services and the Decline in Truancy.... 30

Additional Tables..... Appendix-A

LIST OF FIGURES

Figure 1 - Percent of Students at Each Truancy Level During Each Assessment Month 19

Figure 2 - Percent of Students by Total Number of Truant Days During the Assessment Period..... 20

Additional Figures..... Appendix-A

INTRODUCTION

Until recently truancy (unexcused absence from school) was not an issue of concern to many school officials or educational researchers. For the most part, truancy was regarded as a fairly harmless misdemeanor indulged in by a minority of the school population. However, truancy has now progressed from a minor misdemeanor to a more explosive problem in education. Truancy is found to be highly related to poor performance in school, and in many instances, dropping out of school altogether. Truancy is also highly associated with delinquent school and social behaviors. Therefore, schools have begun to seek solutions to truancy through intervention programs and strategies aimed at eliminating causes and providing incentives.

In this effort, the District of Columbia Public Schools (DCPS) has developed a Comprehensive Plan for School Attendance Improvement (DCPS, 1985a). This plan, which has been broadly conceptualized, was initially implemented in School Year (SY) 1985-86 with the goal to raise the average daily attendance rate from 90.3% to 95% by SY 1987-1988. Truancy prevention was included as a major component of the plan (section 2.4) and was addressed through a sub-set of operational components to be implemented at the central, regional and local school level. The operational strategies outlined for truancy prevention were: 1) development and implementation of "local school plans"; 2) installation and utilization of automatic telephone dialing machines; 3) expansion and improvement in attendance staff and monitoring procedures; and 4) establishment and operation of Student Attendance Service Centers.

The evaluation has determined the degree of implementation and effectiveness of the Truancy Prevention Plan since its inception in SY 1985-86. The criteria and methods used in this assessment were developed based on research findings reported in the literature on both school attendance and truancy. The following chapter entails a brief review of the problem across the country while focusing particularly on: 1) research findings related to causes and characteristics; 2) intervention approaches being used in several school districts; and (3) how parents and other individuals in the community become effectively involved.

Truancy as a National Problem

The disruptive impact of truancy is most clearly described in a classic report published by the Educational Research Service (ERS) on "Student Absenteeism" (Porwoll, 1977). It is argued that:

> "Truancy and excessive absenteeism influence an entire spectrum, from pupils whose education is affected, to teachers whose instruction is disrupted, principals who must account for state aid, attendance oficers, home-school counselors and law enforcement officials who must contact the parents and locate the absent students, judges who occasionally rule on truancy cases, and merchants who complain of daytime financial losses due to adolescent loitering and misbehavior" (p.1).

Reasons For Truancy

Numerous reasons have been cited in the literature for truancy. The ERS Report (Porwoll, 1977) and others have indicated that the causes of excessive absenteeism and truancy can be traced back to three major factors: 1) in-school factors; 2) personal and family factors; and 3) general environmental factors.

In-School Factors: It is suggested that school related causes of truancy could originate from personality conflicts with teachers, ineffective teaching, unsound relations between the school staff and the student and his or her parents, a poor learning environment, as well as ineffective attendance monitoring systems (Porwell, 1977). Also, school based truancy has been related to school practices and organizational problems that inhibit the smooth operation of a school. It is argued that multiple course offerings and the use of many teachers at the secondary level have structural problems that may encourage truancy by making the situation more impersonal (Sentelle, 1980).

One issue of concern is the level of school commitment to serve all children which can undermine their participation. It is argued that some schools do not accept the responsibility of serving those who do not attend everyday, and in such instances, little effort is made to encourage the participation of these

students (Kaeser, 1984).

Personal and Family Characteristics: Personal and family factors identified include illness, accidents and lack of motivation; poor self-image or other personality conflict; physical, mental and emotional handicaps; and low achievement as well as learning disabilities (Porwoll, 1977).

Other studies have focused on truancy as a deviant behavior (i.e., school phobia, peer phobia and authority defying behavior (Neilson and Gerber, 1979). It is argued that although the truant students complain about school, these complaints are viewed as a type of rationalization for other problems not based or related to the school at all. It is further suggested that since school is a social experience where socialization is the interaction between peers, the child avoids school in order to avoid facing peers. It is reported that nearly one-half of the truant students have repeated classes and were older in age than their classmates.

In addition, it is noted that the majority of the truant students come from families with multiple stresses and have siblings with similar attendance problems (Galloway, 1982). It is argued that children who do not attend school lack encouragement from parents and are pulled away by peers. Truancy has also been linked to background characteristics, such as low socio-economic status and low parental achievement. Often times, in families with such personal problems, schooling is found to be a low priority.

General Environmental Factors: It is also suggested that truancy may reflect broader issues such as the development of a youth sub-culture with limited opportunities for social mobility, and the earlier biological development of youth leading to the gap between perceived readiness to assume adult roles and allowances to do so. (Ohio State DOE, 1983).

Several environmental factors which contribute to school truancy have also been identified. These factors include inadequate means of transportation, lack of facilities for child care, the weather conditions, as well as a lack of business, governmental, medical and personal services at convenient out-of-school hours (Porwoll, 1977).

Intervention Plans In Other School Districts

One approach suggests that truancy is a signal for attention and a reflection of unresolved problems within the student, home and community (Branchy, 1985). In an effort to reduce the

increasingly explosive problem of truancy, several school districts have become innovative with intervention practices. Such practices have included rewards for good attendance, closer home-school contact, improved in-school communication, community involvement, and realistic approaches to scheduling.

It is important to also mention that some measures of interventions are criticized. Specific criticism is made with regard to punitive intervention strategies. For example, it is argued that punishment for students who already feel alienated from school and have stopped attending for one reason or another creates more hostility and results are counterproductive to participation (Neilson and Gerber, 1979). Suspension for absenteeism is also criticized because it creates more barriers for the student who already experiences some form of alienation or has academic problems. Grade reduction as a form of intervention to absenteeism is another action which may cause some children who are already turned-off from school to give up altogether. And, although many school systems have addressed the issue of truancy through punitive measures, the ultimate intervention technique that some schools have used is legal prosecution (Kaeser, 1984).

One intervention strategy which has, however, gained considerable praise is parental involvement. Numerous studies and reports have indicated that parental involvement in attendance programs has caused significant improvements in attendance (Dufour, 1983; Minkler, 1980; and Pennsylvania State Department of Education; 1984). Parents have become involved through making daily telephone calls, initiating disciplinary actions, initiating rewards and incentives, and reviewing school-wide attendance programs for improvement.

Truancy in the District of Columbia

For the past school year (SY 1986-87), the systemwide attendance rate for D.C. Public Schools (DCPS) was 90.8% However, when examined more closely it is found that the rate of attendance declined as instructional level increased: 92.9% at the elementary level; 87.7% at the junior high level; and 88.1% at the senior high level (84.7% for special education) (DCPS, 1987). While attendance reports over the past five years have shown an overall improvement, the fact remains that, on the average, 10% of the DCPS students are absent from school everyday (approximately 8,500 students per day).

The official definition of truancy is: "absence from school without a valid reason as defined by the attendance related rules of the Board of Education" (DCPS, 1985a). Such valid reasons include:

. Personal illness
. Family illness or emergency
. Death in family
. Medical exclusion
. Judicial summons
. Religious observance
. Legal suspension or exclusion
. Official temporary school closing or
. Other administratively approved reasons (p.58-59)

In view of the magnitude of this attendance problem and its relationship to certain achievement outcomes, including dropping out of school altogether, the Superintendant of Schools requested that the Division of Student Services initiate a commiittee for Attendance Improvement Planning in order to develop a "Comprehensive Plan for School Attendance Improvement (DCPS, 1985a). The Comprehensive Plan is to be implemented over a period of three years (SY 1985-86 through SY 1987-1988), and truancy prevention has been a fundamental component of that plan. An effective truancy prevention plan is expected to improve student achievement, as well as make a significant impact on the dropout problem facing DCPS.

The Truancy Prevention Plan (section 2.4 of The Comprehensive Plan for School Attendance Improvement) relies upon the resources of the Comprehensive Plan and entails four operational components: (1) development and implementation of the local school plans; (2) installation and operation of the automatic telephone dialing system; (3) expansion and improvement of the attendance staff and monitoring procedure; and (4) establishment and operation of the student attendance service centers (SASCs) (DCPS, 1985a.). Each of these components have been assessed in this evaluation on implementation and effectiveness.

EVALUATION DESIGN

Assessing the Local School Plans

To assess the local school plans on development and implementation, the attendance counselors and officers at all regular academic junior and senior high schools were asked to complete a questionnaire describing their school's plan for improving attendance (N=39). Although truancy is a significant problem at all instructional levels in DCPS and all schools are included under the Comprehensive Plan, the majority of the resources for truancy prevention, thus far, have been placed in the junior and senior high schools. Therefore, elementary and middle schools were not included in this evaluation.

This questionnaire used in the assessment of the local school plans solicited information regarding the schools' need assessments and goal development, critical activities, and plan monitoring and evaluation procedures (see Appendix-B, School Questionnaire). To further assess the impact of the local school plans on attendance improvements, each of these aspects were examined in their relationship to changes in school attendance rates over time. The school attendance rates for all regular junior and senior high schools were obtained for the past two years (SY 1985-86 and SY 1986-87).

Assessing the Automatic Dialing System

The records maintained for all automatic dialing machines (auto-dials) were reviewed to determine the extent the system has been implemented and effective in preventing truancy. The auto-dial records indicated the number of calls dialed per day, as well as the number completed. Such information reflected the demand for and level of use of the system. These records also indicated the percentage of time the system was physically operative, thereby reflecting the quality of service and maintenance support provided for the system (preliminary information determined this was a critical issue). This information was obtained for 20 ramdomly selected school days during the first semester of SY 1986-87.

Assessing the Local School and SASC Attendance Services

To assess the quality and extent of the services delivered by the 140 member attendance staff, the attendance files of several truant students were examined using a checklist of services recommended in the Truancy Prevention Plan (see Appendix-B, Checklist for Local School Attendance Services and Checklist for SASC Services). Such services examined in this evaluation include: (1) monitoring procedures (i.e., identification and continuous accounting of truant students); (2) determination of behavorial causes (i.e., student and parent conferences, classroom teacher input, and attitudinal and self-perception assessments); (3) rehabilitation of truant behavior (i.e., student counseling and instructional support); and (4) referrals (i.e., referrals to the SASCs for more intensive counseling and social work, and referral to the Family Branch of the D.C. Superior Court.

While the Comprehensive Plan sets forth guidelines for improvements in the attendance services and expansion of the attendance staff, less attention is given to staff qualifications and staff development. Thus, this evaluation formally assessed only those components outlined in the Comprehensive Plan.

Many of the students included in this assessment had received attendance services from their local school only, while others had received services from both the local school and a SASC. In either case, the services delivered to these students were tracked and documented with regard to type and extent to delivery for a seven-month period (September, 1986 through March, 1987). By tracking individual truant cases, this evaluation determined: (1) the extent to which truant students are receiving services from both the local schools and SASCs; (2) the extent to which these services are related to declines in truancy; (3) the interrelationship and level of service exchange which is expected to occur between the local schools and the SASCs.

Initially, 800 truant students of compulsory school attendance age were randomly selected based on their level of truancy during the first advisory period of the school year. From this sample, 200 students were finally selected for review in this evaluation, whereby attempts were made to include at least five students from each junior and senior high school. An effort was made to include at least one student from each of the five truant levels: (1) 1-5 unexcused absences in the first advisory; (2) 6-10 unexcused absences; (3) 11-15 unexcused absences; (4) 16-20 unexcused absences; and (5) more than 20 unexcused absences in the first advisory. This sampling procedure allowed the evaluation to examine the level and types of services administered to a range of truant behaviors with all levels of truanacy amply represented.

In addition to tracking the attendance services delivered to these students, this evaluation also assessed the impact of these services on declines in student truancy. The number of truancies occuring during the seven month assessment period were obtained for each student from their homeroom attendance reports.

Attendance services were further assessed with regard to their impact on student attitudes. Several of the students included in the evaluation were administered a questionnaire pertaining to their attitude toward school and school attendance (see Appendix-B, Student Questionnaire.) While attempts were made to survey all students included in the assessment, only 46% were successfully contacted and persuaded to participate (n=90).

Also, parents of the 800 students initially selected in this evaluation were surveyed. Questionnaires were mailed to the parents regarding their attitudes toward their child's school attendance and the school's attendance services (see Appendix-B, Parent Questionnaire). Responses were received from approximately 21% of the parents contacted (N=146).

And, finally, in an attempt to profile those students considered to be chronically truant, a questionnaire was administered to the SASC staff: directors, attendance counselors, attendance aides, and social workers (N=21) (see Appendix-B, SASC Staff Questionnaire).

EVALUATION FINDINGS

Development and Implementation of the Local School Plans

The local school plans are expected to improve the overall rate of school attendance, as well as reduce the level of truancy. The development and implementation of the local school plans were expected to follow the guidelines as set forth in the Truancy Prevention Plan. These guidelines recommend that the plans include: (1) needs assessments and goal development; (2) critical activities; and (3) plan monitoring and evaluation.

This evaluation has examined the degree to which these plans have adhered to the recommended guidelines and the extent to which they have been implemented. This evaluation has also examined the extent to which the local school plans are found to be related to school attendance improvements.

Needs Assessment and Goal Development

Continuous needs assessment and goal development have been strongly recommended in the guidelines of the Truancy Prevention Plan. However, in order for schools to conduct needs assessments and develop goals for improving attendance, the Truancy Prevention Plan further recommends specific operational procedures for implementation: (1) development of an attendance committee; (2) solicitation of faculty input; and (3) requirement of regular and ongoing strategy planning.

This evaluation found that the majority of the schools (82%) had formally acknowledged their need for attendance improvements, in that "improving attendance" had been listed as an objective in their Secondary School Improvements Plans (SSIP). Also, more than two-thirds of the schools (69%) reported they had formally submitted attendance improvement plans to their regional offices in addition to its inclusion in their SSIP.

Nearly all of the schools (92%) reported that their school had an attendance committee which consisted of varying numbers of school staff, teachers, students and parents. The average size of the attendance committees was seven members, while nearly two-thirds of the schools (62%) reported having at least one parent on their committee. More than one-half of the schools (51.3%) reported having at least one student member. The attendance officer or counselor was most often cited as the chairman of the committee (31%), followed by the assistant principal (28%).

Faculty input in attendance planning was also found to be quite evident in the local school plans. Nearly two-thirds of the schools (62%) reported that their attendance plan and objectives had been distributed to the school faculty for their review and input. It was also reported by the majority of the schools (82%) that the faculty had an optimistic attitude toward planning for attendance improvements, with (54%) reportedly being "highly optimistic". Moreover, three-fourth of the schools (75%) reported that their classroom teachers had been responsible for planning and coordinating attendance activites.

And finally, regular and ongoing strategy planning was evident by the frequency of the planning and review sessions. Three-fourths of the schools (75%) reported having a periodic review of staff responsibilities and procedures, with more than one-half of the schools (52%) reporting that such planning and review sessions occurred monthly.

Critical Activities

Also recommended in the guidelines of the Truancy Prevention Plan are the development and implementation of critical activities. Such activities were expected to include systematic accounting and monitoring procedures, incentive activities, punitive measures, awareness activities and instructional modifications.

While all schools reported that attendance was recorded in the mornings ("roll call"), more than one-third (36%) of the schools reported that attendance was monitored in the mornings and afternoons. Also, more than one-half of the schools (56%) indicated that they had begun to implement automated procedures for monitoring attendance, with 21% reporting full operation.

It was also found that all of the schools were engaged in a variety of incentive and awareness activities for improving attendance. Such activities were planned and coordinated by the school attendance staff, teachers and students while also involving the parents, community and local businesses. Included among these activities were individual student recognitions and gifts, homeroom awards honoring the best attending homeroom and awareness contests and projects (see Appendix A, Table A-1).

In addition to the special activities coordinated by the attendance staff and teachers, 60% of the schools reported that a variety of regular school activities coordinated by the school staff, and in many cases coordinated by the students, were considered to be highly significant in improving and maintaining attendance. Such activities included school sponsored sports and student coordinated intramurals, band, ROTC, awareness activities

and assemblies coordinated by the staff and students, as well as tutorial and counseling activities (see Appendix A, Table A-2).

The majority of the schools (80%) also reported that parents were included in their attendance improvement activities. Such activities included media and telephone notices, parent assemblies and parent volunteer groups (see Appendix A, Table A-3). Eighty percent further reported that community and local businesses were also involved in their attendance activities through volunteer initiatives, counseling and award activities, as well as through merchandise and monetary contributions (see Appendix A, Table A-4).

In addition to incentives, more than one-half of the schools (54%) reported they had implemented punitive measures as part of their school plan for attendance improvement. Such measures included suspensions, detentions and truancy hearings (see Appendix-A, Table A-5). However, in addition to these measures, it was found that more than one-fourth of the schools (28.2%) also considered joint student and parent conferences to be a punitive measure.

And finally, more than one-half of the schools (51%) reported they had implemented instructional activities geared toward maintaining and improving attendance. Such activities included providing extra time for tutoring and make-up work, instructional modifications (i.e., scheduling and class size), and extra class activities (i.e., field trips). (see Appendix A, Table A-6). It was further reported by 41% of the schools that scheduling flexibility was permitted for student enrollment in part-time progams for job training and employment (see Appendix-A, Table A-7).

Plan Monitoring and Evaluation

The majority of the schools (95%) reported they would be officially monitoring their attendance improvement plan, with one-half (51%) reporting this would be done by the assistant school principal. In addition, more than two-thirds of the schools (70%) reported that they would be conducting a formal evaluation of their plan; the remaining schools reported they were "not sure". Thirty-nine percent (39%) of the schools also reported that a written report of the evaluation would be submitted.

In reference to such evaluations and observations, the attendance officers and counselors reported that the most effective components of their school plans was the school attendance services (13%), the automatic dialing system (13%) and the support of the principal and school staff (10%). On the other hand, the automatic dialing system and staff support were also among those most frequently reported to be the least effective (10%

and 8% respectively reporting), along with parent and community involvement (15%).

Impact of the Local School Plans

The impact of the local school plans upon school attendance improvement and truancy reduction was determined based upon several factors. First, the increase or decrease in each school's annual attendance rate was determined by a a comparison of the average rates for SY1985-86 and SY1986-87. Next, three primary scores were computed from the survey information obtained on the local school plans.

The first score, referred to as an "assessment/planning" score, represents each school's level of implementation regarding needs assessments and goal development, as well as the level of support and involvement of the school staff (see Local School Questionnaire; Appendix B, Items 1 through 5).

A second score, referred to as a "critical activities" score represents the extent to which the school plans included monitoring procedures, incentive activities coordinated by teachers, parents, students and the community, punitive measures, and instructional modifications (see Local School Questionnaire; Appendix B, Items 6 through 15). Preliminary analyses revealed, however, that punitive measures were negatively related to attendance improvements and, thus, were excluded from this composite score. More than one-half of the schools which implemented punitive measures (57.1%) showed no improvements in their attendance rates.

The third score, referred to as the "monitor/review" score, represents the extent to which the schools monitored the implementation of their attendance plan as well as reviewed staff responsibilities and procedures (see Local School Questionnaire; Appendix B, Items 16 through 19).

As shown in Appendix-A, Table B, 19 schools had an increase in their attendance rates from one year to the next, while 20 schools actually showed a decrease. The average percent in increase for the senior high schools was 1.35%, and was less than 1% (0.30%) for the junior high schools.

Analyses were done to determine whether those schools showing attendance improvements were significantly different from the remaining schools on their three composite scores for attendance planning. As shown in Table 1, those schools showing attendance improvements had significantly higher scores on needs assessment and planning than those schools not showing attendance improvements, $F(1,37)=10.391$, $p<.003$. Also, shown in Table 1,

significant differences were found between the schools on their composite scores for implementation of critical activities, whereby those schools showing attendance improvements scored significantly higher, $F(1,37)=4.433$, $p<.04$. However, the

TABLE 1

School Differences on Composite Scores for Attendance Improvements

	Schools Showing Attendance Improvements (n=19)	Schools Not Showing Attendance Improvements (n=20)	F	Level of Signif.
Assessment/ Planning Score				
Mean	14.78	9.90	10.391	.003
S.D.	5.17	4.14		
Critical Activities Score				
Mean	15.83	11.90	4.433	.042
S.D.	5.36	6.07		
Monitor/ Review Score				
Mean	5.68	5.70	.000	n.s.
S.D.	2.92	2.55		

differences found between the schools on their composite scores for plan review and evaluation was not significantly different. These findings clearly indicate that needs assessment and goal development, as well as the implementation of critical activities, have had a substantial impact on improving attendance.

Additional analyses were done to determine how these factors were interrelated; that is whether these factors were operating concurrently or independently. As shown in Table 2, those schools improving in attendance and those schools not improving continue to show significant differences on assessment and planning even when the level of critical activities is statistically controlled, $F(1,37)=7.326$, $p<.01$. This finding indicates that those schools strong on needs assessment and planning but weaker in their implementation of critical activities still managed to show attendance improvements from one year to the next. On the other

hand, when school differences on assessment and planning were controlled, the schools failed to show differences on critical activities. As shown in Table 2, the level of critical activities implemented by the schools was not significantly different in the absence of strong needs assessment and planning.

TABLE 2

School Differences on Separate Effects of Attendance Planning

	Schools Showing Attendance Improvements (n=19)	Schools Not Showing Attendance Improvements (n=20)	F	Level of Signif.
Assessment/ Planning Score (controlling for critical activities)				
Mean	14.78	9.90	7.326	.010
S.D.	5.17	4.14		
Critical Activities Score (controlling for assessment and planning)				
Mean	15.83	11.90	1.890	n.s.
S.D.	5.36	6.07		

Conclusions

In view of these findings, it is concluded that the recommended guidelines of the Truancy Prevention Plan have been adhered to by the majority of the schools and, in many cases, to a great extent. Further, it is concluded that, when implemented, the guidelines for needs assessment and planning, as well as those for the implementation of critical activities have had a significant impact on improving school attendance rates. However, critical activities without adequate needs assessment and planning appear to have little or no effect on improving school attendance rates. Also, evidence was found to support the research argument that, in most cases, punitive measures are counterproductive to

school attendance improvements. More than one-half of the schools implementing punitive measures showed no improvements in attendance.

Installation and Operation of the Automatic Dialing System

As described earlier, the automatic dialing machines (auto-dials) were installed in all secondary schools, career development centers and selected elementary schools. The primary purpose of this system is to automatically notify parents when students are absent from school, although it is often used to deliver general school messages as well. The system operates on the assumption that the parent will receive the message regarding their child's absence from school; will take corrective measures; and the incidences of truancy will decline. This evaluation has examined the capability of the auto-dial system in this regard.

First, a descriptive assessment of the system has been made regarding the operation of the dialing machines. It was reported by more than one-half of the schools (59%) that their auto-dial machines were inoperative during this assessment period. It was further noted that six schools reported operations for 1 to 5 days; seven schools reported operations for 6 to 10 days; and only three schools reported operations for 11 to 15 days of the 20-day assessment period. No schools reported auto-dial operations for all assessment days. It was further noted for the schools which did report auto-dial operations (n=16), that 14 schools reportedly activated their system up to twice a day and 7 schools activated their system up to three times a day.

The average number of calls entered into the auto-dial system on the assessment days was 64.2, with one school showing the lowest average of 17 calls and one school showing the highest average of 154 calls. The average number of calls answered for all schools operating the system was 33%. For those calls entered between 8:00 a.m. and 12:00 p.m., the average number answered was 56%; the average number answered between 12:01 p.m. and 4:00 p.m. was 32%; and the average number answered between 4:01 p.m. and 8:00 p.m. was 37%. While more calls appear to have been answered in the morning, the majority of the schools reportedly activated their system for the first time in the afternoons and evenings.

Impact of the Automatic Dialing System

Based on the records obtained from the auto-dial system, it appears that this system has had little effect on improving school attendance rates. There was no statistical evidence that those schools operating the system had improved in their attendance

rates more so than those schools not operating the system. It is suspected, however, that these lack of findings is due primarily to insufficient data rather than to the effectiveness of the auto-dial system. The large number of schools in which the auto-dials were inoperable or only partially operable on the assessment days has prohibited a systematic and reliable analyses of the system.

However, a sketchy observation of the data obtained does indicate the potential effectiveness of the system. Those schools which operated their auto-dial system for more than one-half of the assessment days (n=3) had at least 20% of their calls answered and all were found to have improved in their attendance rates.

Conclusions

The extent to which the auto-dial system was completely or partially inoperable during these assessment days indicates the lack of adequate maintenance support. However, based on limited data, it does appear that the system can be used more effeciently during the morning hours (8:00 a.m. to 12:00 a.m.), whereby a greater percentage of calls are more likely to be completed. Although the findings are very limited, they do suggest that the auto-dial system, when used efficiently and consistently, can potentially have an impact on the school attendance rate.

It is also noted that the "potential effectiveness" of the auto-dial system is still inadequate to justify its continued use independent of other parental contact methods. Questions have been raised regarding the large proportion of incorrect student telephone numbers, as well as the system's inability to actually verify parental contact. Such questions have raised concerns with the reliability of the system.

Expansion and Improvement of the Attendance Staff and Monitoring Procedures

The attendance services delivered by the school attendance staff is another major focus of the Truancy Prevention Plan. As described earlier, the attendance staff provides a wide range of services to truant students. This evaluation assessed the manner in which these services are delivered , as well as the impact they appear to have upon reductions in student truancy.

Such services examined in this evaluation included: (1) monitoring procedures (i.e., identification, referral, and continous accounting of truant students; (2) diagnosis of behavioral causes (i.e., student and parent conferences, classroom teacher input, and attitudinal and self-perception assessment); (3) rehabilitation of truancy behavior (i.e., student counseling

and instructional support; and (4) referrals (i.e., referrals to the Student Attendance Service Centers, outside social services, and the Family Branch of the D.C. Superior Court).

To assess the implementation, as well as the effectiveness of these services, the records of several students with truant histories were examined with regard to their attendance behaviors, the attendance services they received, and their response to such services over a seven month period (September, 1986 through March, 1987). A review of these services has permitted a descriptive assesment of how service responsibilities are fulfilled and the capacity of the attendance staff to meet the demands of the truant student population.

Student Description

The two-hundred students with truant histories randomly included in this assessment were primarily Black (93.5%), and there were slightly more males than females (52.5% and 47.5% respectively). The average age of the group was 15 years old, with the majority being in grades 8 and 9 (29.5% and 27.5% respectively). Also, more than three-fourths (78%) of the group had been retained at least once, with 29% having been retained twice. The mean grade point average for the group was 1.34 (SY 86-87). Nearly three-fourths (73.5%) of the students were from single-parent households; 15.5% lived with both their mother and father; and 11% lived with a legal guardian.

Attendance Patterns

The average number of student truancies for this group was 10 days per month. However, the average number of truancies for the total assessment period was 50 days (36% of the total period).

As earlier indicated, the Truancy Prevention Plan categorizes student truancy into five levels based on the number of truancies per advisory period. For purposes of this evaluation, these five levels have been used to categorize the number of truancies occuring in each "month" of the assessment period: Level-1 (1-5 truancies); Level-2 (6-10 truancies); Level-3 (11-15 truancies); Level-4 (16-20 truancies); and Level-5 (more than 20 truancies). During the first month of the assessment period (September, 1986), 17% of the students reached Level-3 and above. During the last month of the assessment period (March, 1987), 35% of the students reached Level-3 and above (see Table 3). However, as shown in

TABLE 3

Students at Each Truancy Level
During Each Assessment Month

Truancy Level	Sept. (%)	Oct. (%)	Nov. (%)	Dec. (%)	Jan. (%)	Feb. (%)	Mar. (%)
0 (no truancies)	34 (17.0)	17 (8.5)	18 (9.0)	17 (8.5)	20 (10.0)	24 (12.0)	20 (10.0)
1 (1-5 truancies)	78 (39.0)	58 (29.0)	77 (38.5)	69 (34.5)	75 (37.5)	61 (30.5)	66 (33.0)
2 (6-10 truancies)	54 (27.0)	55 (27.5)	60 (30.0)	54 (27.0)	60 (30.0)	57 (28.5)	44 (22.0)
3 (11-15 truancies)	23 (11.5)	42 (21.0)	29 (14.5)	43 (21.5)	40 (20.0)	37 (18.5)	27 (13.5)
4 (16-20 truancies)	11 (5.5)	23 (11.5)	16 (8.0)	17 (8.5)	4 (2.0)	21 (10.5)	32 (16.0)
5 (21 or more truancies)	0	5 (2.5)	0	0	1 (.5)	0	11 (5.5)

Figure 1, the highest percentage of students remained at truancy Level-1 during each month of the assessment period, and the percentage of students reaching Level-5 did not exceed 5.5% during any month.

For purposes of this evaluation these truancy levels have been further applied to the total assessment period and used to describe the overall truancy class: Class-1 to Class-5. Over the total assessment period, the majority of the students (84.5%) had attained an overall truancy Class-5 (more than 20 truancies). Also, as shown in Figure 2, more than two-thirds of the students (68%) were truant on more than one-half of the total assessment days.

Figure 1

Percent of Students at Each Truancy Level
During Each Assessment Month

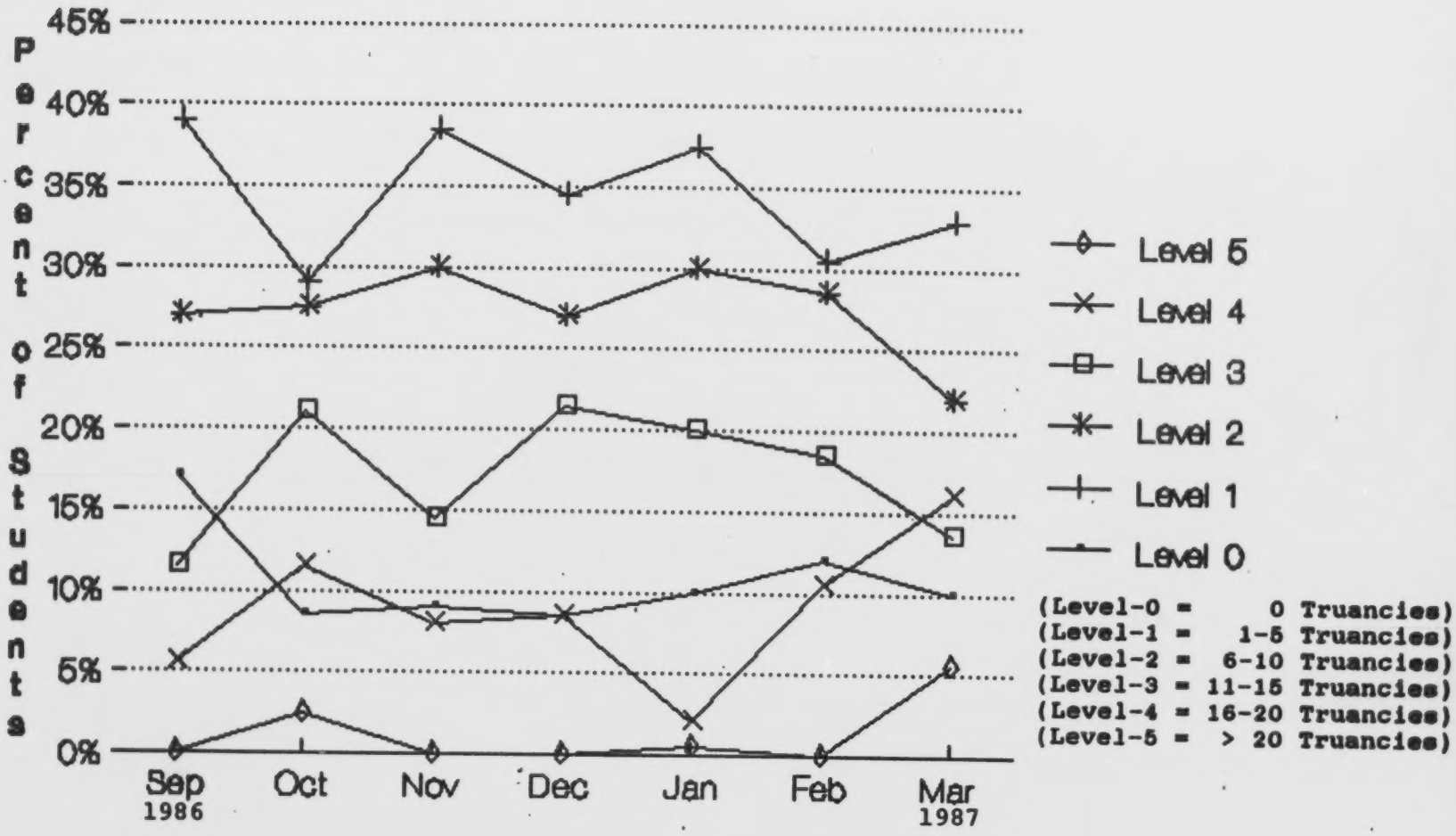
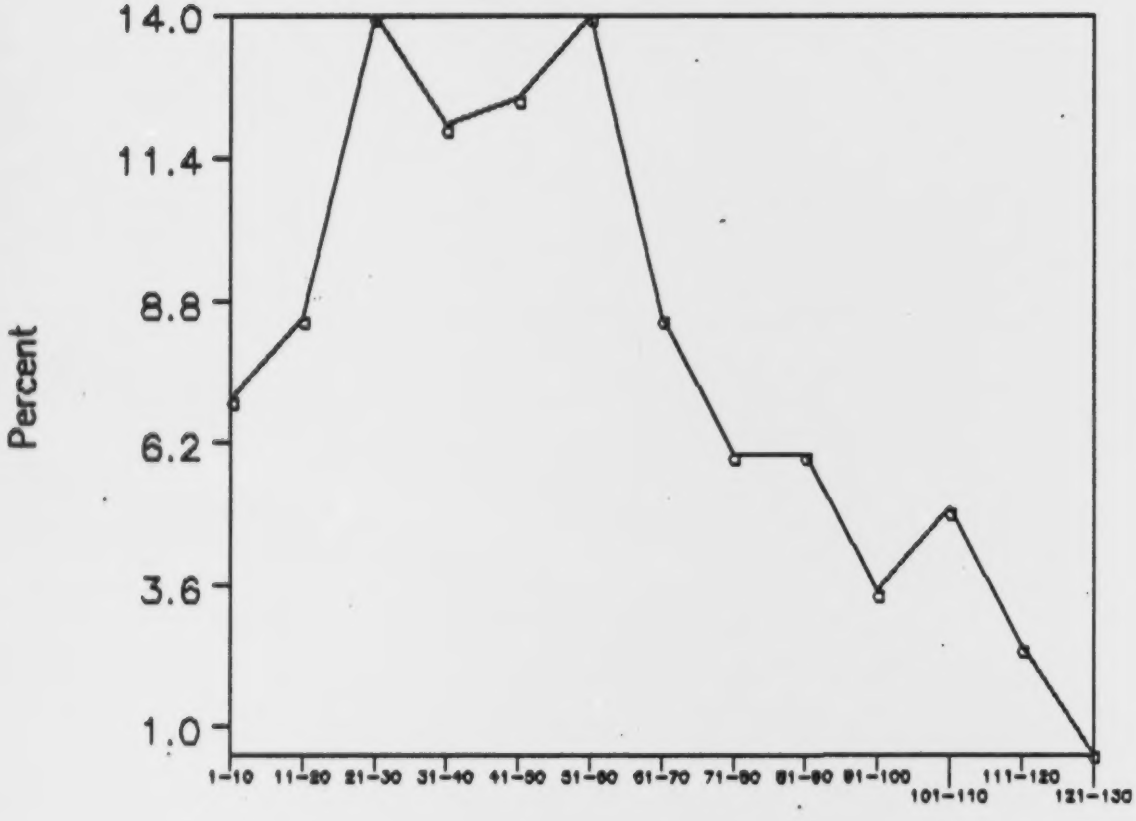


Figure 2

Percent of Students By Total Number of Truant Days During the Assessment Period



In exploring the relationships between these attendance patterns and the personal characteristics of these students no significant differences were found between the males and females or family household types on the number of truancies. It was, however, found that the number of truant days was significantly and negatively related to the grade level ($r=-.198$, $p < .001$) as well as to the grade point average ($r=-.323$, $p<.001$). These findings indicated that the lower grade levels had a higher number of truancies, as did those students with the lower grade point averages. It was further noted that there was a relationship between the number of truancies and the number of times retained ($r=.107$, $p < .06$), thus, indicating that those students with the highest number of truancies had, more than likely, been retained more often.

Attendance Services in the Local School

It was found that the attendance staff housed in the junior and senior high schools are also responsible for providing attendance services in the elementary schools and career development centers. Thus, a school attendance staff of 140 members is expected to monitor a population of 8500 truants per day; a general ratio of 1:60.

As indicated, the majority of the students (84.5%) had reached truancy Class-5 by the end of the assessment period (more than 20 truancies). However, as shown in Table 4, no more than 40% of the students included in this evaluation came to the attention of the school attendance office. As further shown in Appendix-A, Tables C-1 through C-7, no more than 10% of all these students were referred during any given month of the assessment period. It was also noted that the highest number of referrals involved students with the highest number of truancies.

Several patterns of service were noted for those students who were referred. It was found that nearly three-fourths of the students (71%) had been issued "class attendance cards" which required the signature of each of their classroom teachers. The attendance cards allowed the attendance counselors and officers to monitor the students' class attendance. It was further found that counseling and social work services were delivered on a regular and continous basis. As shown in Table 5, 18 of the 20 services (90%) recommended by the Truancy Prevention Plan were documented as having been provided to these students (see Appendix-B for attendance service descriptions).

TABLE 4

Total Student Referrals

Overall Truancy Class	September Referrals (%)	October Referrals (%)	November Referrals (%)	December Referrals (%)	January Referrals (%)	February Referrals (%)	March Referrals (%)	Total Referrals (%)
1 n=4 (2.0)	0	1 (25.0)	0	0	0	0	0	1 (25.0)
2 n=10 (5.0)	0	1 (10.0)	0	0	1 (10.0)	0	1 (10.0)	3 (30.0)
3 n=7 (3.5)	0	0	0	1 (14.3)	0	0	0	1 (14.3)
4 n=10 (5.0)	0	3 (30.0)	0	1 (10.0)	0	0	1 (10.0)	5 (50.0)
5 n=169 (84.5)	5 (3.0)	15 (8.9)	13 (7.7)	6 (3.6)	14 (8.3)	7 (4.1)	10 (5.9)	70 (41.4)
Total Students N=200	5 (3.0)	20 (10.0)	13 (6.5)	8 (4.0)	15 (7.5)	7 (3.5)	12 (6.0)	80 (40.0)

TABLE 8

Students Receiving Attendance Services During the Assessment Period

Overall Truancy Class		Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0	n=0	0	0	0	0	0	0	0	0	0	0
1	n=1 (1.0)	1 (25.0)	0	1 (25.0)	0	0	0	0	0	0	0
2	n=10 (9.0)	0	3 (30.0)	2 (20.0)	2 (20.0)	3 (30.0)	1 (10.0)	0	0	0	0
3	n=7 (30.0)	1 (14.3)	1 (14.3)	1 (14.3)	0	1 (14.3)	1	0	0	0	1 (14.3)
4	n=10 (9.0)	0	2 (20.0)	3 (30.0)	1 (10.0)	2 (20.0)	2 (20.0)	0	0	0	0
5	n=100 (84.0)	13 (13.0)	31 (31.0)	39 (42.0)	13 (7.7)	55 (34.0)	54 (37.0)	1 (.0)	1 (.0)	1 (.0)	1 (.0)
Total Students N=200		25 (17.0)	37 (33.0)	39 (39.0)	15 (8.0)	55 (32.0)	58 (36.0)	1 (.5)	1 (.5)	0	2 (1.0)

(cont'd)

Overall Truancy Class		Instructional Support (%)	Home Visit (%)	General Contact (%)	DCPS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0	n=0	0	2 (18.2)	1 (9.1)	0	1 (9.1)	0	1 (9.1)	0	0	0
1	n=1 (1.0)	0	0	0	0	0	0	0	0	0	0
2	n=10 (9.0)	1 (10.0)	0	0	0	1 (10.0)	0	0	0	1 (10.0)	0
3	n=7 (30.0)	0	0	1 (14.3)	0	0	0	0	0	0	0
4	n=10 (9.0)	0	2 (20.0)	1 (10.0)	0	1 (10.0)	0	0	0	1 (10.0)	0
5	n=100 (84.0)	10 (9.9)	17 (16.8)	11 (17.1)	0	10 (8.9)	4 (3.6)	11 (7.7)	3 (1.0)	4 (4.1)	1 (.0)
Total Students N=200		11 (8.0)	19 (9.5)	14 (7.0)	0	12 (10.0)	4 (2.0)	12 (6.0)	3 (1.5)	4 (4.0)	1 (.5)

As further shown in Appendix-A, Tables D-1 through D-7, six of these school attendance services (30%) were rendered more frequently during each assessment month: personal telephone calls; personal interviews with the student; face-to-face interviews with the parent; interviews with the student and parent together; interviews with the student in a student group setting, and team conferences involving other school personnel. Also, as shown in Table 6, it was found that the higher level truants received these six services, on the average, 2 to 3 times during the course of the assessment period. It was noted that while the students at truancy Level-4 and Level-5 were regularly receiving these six services, they were, however, receiving fewer of those services recommended for chronically truant students (see also Table 6). It was found that those services recommended for the chronically truant were rendered slightly more and to students at all levels as the assessment period progressed.

Attendance Services at the Student Attendance Service Centers

The Student Attendance Service Centers (SASCs) are, yet, another major component of the Truancy Prevention Plan. As described earlier, the staff assigned to these service centers are responsible for a variety of servies to students showing chronically truant behaviors (i.e., intensive student and family counseling, assistance with school adaptations, community support, agency referrals, and follow-up).

Over the course of this assessment period, it was found that only 15 of these students had been referred to the SASCs. Twelve students had been referred by their local schools, and three had been referred by the Metropolitan Police Department as "pick-ups". Of the total number of students reaching truancy Class-5 for the overall assessment period, only 10 (5.9%) were included among these referrals.

As shown in Table 7, it was found that the majority of these students referred received five of the 16 services (31%) recommended in the Truancy Prevention Plan for the SASCs: personal interviews with the student; personal interviews with the parents; interviews with the student in a student group setting; psycho-educational assessment and diagnosis; and follow-up upon the student's return to the local school.

TABLE 6

Average Number of Attendance Services Received

Overall Truancy Class - (%)	Personal Phone Call (n)	Student Interview (n)	Parent Interview (n)	Student/ Parent Interview (n)	Group Interview (n)	Team Conference (n)	Diagnosis/ Assessment (n)	Written Service Plan (n)	Written Goal Plan (n)	Instructional Modification (n)
1 n=1 (0.8)	1.00 (1)	0	1.00 (1)	0	0	0	0	0	0	0
2 n=10 (8.0)	1.00 (9)	1.00 (9)	1.20 (12)	1.00 (2)	1.00 (3)	1.00 (1)	0	0	0	0
3 n=1 (0.8)	1.00 (1)	1.00 (1)	1.00 (1)	0	1.00 (1)	1.00 (1)	0	0	0	1.00 (1)
4 n=10 (8.0)	1.00 (8)	1.00 (8)	1.00 (8)	1.00 (1)	1.00 (8)	1.00 (8)	0	0	0	0
5 n=103 (84.0)	1.18 (78)	1.31 (81)	1.15 (72)	1.01 (13)	1.01 (69)	1.01 (64)	1.00 (1)	1.00 (1)	0	1.00 (1)
Total Students N=200	1.16 (98)	1.26 (91)	1.15 (79)	1.01 (16)	1.01 (68)	1.16 (68)	1.00 (1)	1.00 (1)	0	1.00 (2)

(cont'd)

Overall Truancy Class - (%)	Instructional Support (n)	Home Visit (n)	General Contact (n)	DCFS Contact (n)	SASC Referral (n)	SASC Follow-Up (n)	Agency Contact (n)	Agency Referral (n)	Truancy Hearing (n)	Court Referral (n)
1 n=1 (0.8)	0	0	0	0	0	0	0	0	0	0
2 n=10 (8.0)	1.00 (1)	0	0	0	1.00 (1)	0	0	0	1.00 (1)	0
3 n=1 (0.8)	0	0	1.00 (1)	0	0	0	0	0	0	0
4 n=10 (8.0)	0	1.00 (2)	1.00 (1)	0	1.00 (1)	0	0	0	1.00 (1)	0
5 n=103 (84.0)	1.00 (10)	1.00 (17)	2.58 (12)	0	1.00 (10)	1.00 (4)	1.01 (13)	1.00 (3)	1.00 (7)	1.00 (1)
Total Students N=200	1.00 (11)	1.03 (19)	2.35 (14)	0	1.00 (12)	1.00 (4)	1.01 (13)	1.00 (3)	1.00 (9)	1.00 (1)

TABLE 7

SASC Services Received by Students

Overall Truancy Close (%)		Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnostic/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Home Visit (%)	General Contact (%)	DCFS Contact (%)	Agency Contact (%)	School Referral (%)	Court Referral (%)	Follow-Up (%)
1	n=0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	n=0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	n=0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	n=2 (13.0)	2 (100.0)	0	0	2 (100.0)	0	1 (50.0)	0	0	0	2 (100.0)	0	0	0	0	2 (100.0)
5	n=13 (87.0)	7 (53.8)	1 (7.7)	1 (7.7)	6 (46.2)	0	8 (61.5)	0	1 (7.7)	1 (7.7)	10 (76.9)	0	1 (7.7)	0	0	11 (84.6)
Total Students n=15		9 (60.0)	6 (40.0)	1 (6.7)	8 (53.3)	0	9 (60.0)	0	1 (6.7)	1 (6.7)	12 (80.0)	0	1 (6.7)	0	0	13 (86.7)

Impact of the Local School and SASC Attendance Services

To assess the impact of these attendance services on reducing incidences of truancy, three measures of student truancy reduction were taken. First, the reduction in the number of truant days were measured at six intervals during the course of the assessment period. The students' truancy levels for each month were compared to the previous month. Thus, beginning with the comparison of October, 1986 to September, 1986, there were five additional intervals. The interval level data was taken as a measure of immediate truancy reduction. Secondly, the number of intervals in which the student showed a reduction in truancy was taken as a measure of the incidence of truancy reduction. And, finally, the difference between the number of truancies at the beginning of the assessment period was compared to the number at the end of the assessment period. This comparison was taken as a measure of sustained truancy reduction.

No significant differences were found between the males and females or by grade level on the incidence of truancy decline. At each interval, as shown in Table 8, the majority of the students showing immediate declines in truancy did so by one level. It was also noted at each interval that 40-55% of the students maintained their previous truancy level with no change. Additional analyses for the total assessment period, however, showed that only 13% of the students had no incidence of immediate truancy decline at any of the six intervals; 42% showed a decline at one interval; 35% declined during 2 intervals; 8% declined during 3 intervals; and 2% declined during 4 intervals. Also, one-third of these students (34%) sustained a positive level of truancy decline.

Clear evidence was found indicating that the decline in truancy was significantly related to the attendance services provided. As shown in Table 9, significant differences were found in the overall incidence of truancy decline shown by those students who were referred for attendance services and those who were not, $F(1,199)=3.827$; $p<.05$). Also, significant differences were found in the overall incidence of truancy decline between those students who had their attendance regularly monitored by the attendance office and those student who did not (using "class attendance cards"), $F(1,199)=7.928$, $p<.005$ (see Table 10).

TABLE 8

Level of Truancy Decline/Incline
for Students During Each Assessment Interval

	Level of Change in Truancy	ASSESSMENT INTERVAL 1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)
DECLINE	1	16 (8.0)	66 (33.0)	28 (14.0)	61 (30.5)	36 (18.0)	34 (17.0)
	2	2 (1.0)	15 (7.5)	4 (2.0)	4 (2.5)	7 (3.5)	8 (4.0)
	3	1 (.5)	0	2 (1.0)	3 (1.5)	0	1 (.5)
	4	0	1 (.5)	0	0	0	0
	5	0	0	0	0	0	0
NO CHANGE	0	80 (40.0)	89 (44.5)	108 (54.0)	95 (47.5)	87 (43.5)	84 (42.0)
INCLINE	-1	73 (36.5)	22 (11.0)	49 (24.5)	32 (16.0)	57 (28.5)	48 (24.0)
	-2	23 (11.5)	6 (3.0)	8 (4.0)	3 (1.5)	12 (6.0)	22 (11.0)
	-3	4 (2.0)	1 (.5)	1 (.5)	0	1 (.5)	3 (1.5)
	-4	1 (.5)	0	0	1 (.5)	0	0
	-5	0	0	0	0	0	0

TABLE 9

Incidence of Truancy Decline
by Student Referral

	Students Referred For Attendance Services (n=80)	Students Not Referred For Attendance Services (n=120)	F	Level of Signif.
Mean	1.58	1.33	3.827	.050
S.D.	.085	.950		

TABLE 10

Incidence of Truancy Decline Through
Class Attendance Monitoring

	Students Issued Class Attendance Cards (n=58)	Students Not Issued Class Attendance Cards (n=142)	F	Level of Signif.
Mean	1.56	1.17	7.928	.005
S.D.	.911	.110		

As shown in Table 11, significant relationships were found between the immediate decline in truancy and four of the six attendance services most frequently delivered. However, these particular services appeared not to be related to declines in truancy during the final intervals of the assessment period and suggested that the impact of these service types tends to weaken over time. This was further evidenced by the lack of a relationship between these services and the sustained level of truancy decline (see also Table 11). Also, it was found that the overall incidence of truancy decline was positively related to five of these services, and thus, indicated that continued delivery of service was related to a continued increase in truancy decline. However, one negative relationship was found. It was noted that joint student and parent conferences, which were perceived in the local schools plans to be punitive, were related to a decrease in the incidence of truancy decline ($r=-.142$, $p<.02$) and suggested that such arrangements are counterproductive.

TABLE 11

Relationship Between Attendance Services and the Decline in Truancy

	Personal Phone Call	Student Intervw	Parent Intervw	Student/ Parent Intervw	Group Intervw	Team Conf
Immediate Truancy Decline			Coefficients of Correlation			
Interval-1	*** .218	.030	** .153	a/ ---	.028	.099
Interval-2	* .116	.027	.014	-.029	-.009	.008
Interval-3	.065	* .119	* .156	.072	.083	.008
Interval-4	** .169	.046	** .179	.081	-.033	** .156
Interval-5	.002	.040	.038	.076	.039	.017
Interval-6	-.024	-.017	.017	-.041	.077	.067
Incidence of Truancy Decline	* .122	* .139	.079	* -.142	* .141	* .105
Sustained Level of Truancy Decline	.052	-.037	-.103	-.082	-.037	-.048

a/ No student-parent interviews were conducted during Interval-1

Significant Relationships: * p<.05
** p<.01
*** p<.001

It was also found that the majority of those students referred to the SASCs (80%) were among those students showing incidences of truancy decline during this assessment period. However, it was found that 60% of the students receiving SASC services showed declines in truancy during only one assessment interval, and 20% showed declines during two assessment intervals.

Conclusions

The findings here tend to support the literature with regard to the personal characteristics of the students exhibiting truant behaviors: low achievers, high retention rate, single family households, and approximately equal numbers of males and females.

The number of students missing more than 10 school days per month increased over the course of this assessment, but the percent of students missing more than 20 schools days (chronically truant) did not exceed six percent during any month. This suggested that only a small proportion of DCPS students are "chronically" truant each month. However, it was found that during the total assessment period (seven months), two-thirds of the students were truant one-half of the assessment days.

Only 40% of those students eligible for attendance services were seen by the school attendance office, and those students showing the highest number of truancies were found to have been seen the most. However, for those students seen, the majority of the services recommended were provided, but less than one-third of the services were delivered frequently.

Also, few of the chronically truant students were referrred to the SASCs. For those referred, less than one-third of the recommended services were found to have been provided.

Over the course of the assessment period, the majority of these students showed one to four incidences of immediate truancy decline, with one-third showing sustained levels of truancy decline. Those attendance services which were rendered most frequently, in addition to the issuance of class attendance cards, were found to be significantly related to immediate declines in truancy, as well as to the overall incidence of truancy decline. However, these services were not found to be related to the sustained level of truancy decline. There was direct evidence that the effectiveness of those services which were frequently delivered diminished over time.

It was also noted that the incidence of truancy decline was negatively related to student and parent conferences. As indicated earlier in the reporting of the local school plans, such parent and student conferences were perceived by several

schools to be punitive, and thus, have been argued by other researchers to be counterproductive to attendance improvements. The findings here offer further support of that argument.

And finally, while staff development was not formally assessed in this evaluation, informal observations and conversations raised questions regarding staff qualifications and level of morale. In some instances, high levels of frustration were apparent and, in may cases, complaints were made regarding job responsibilities and the level of school support for attendance activities and monitoring procedures.

Student and Parent Attitudes

Student Survey: In addition to examining the attendance services provided by the local schools and SASCs, descriptive information was obtained from the truant students whose services were examined during this evaluation. The students responded to a questionnaire which assessed their attitude toward school and school attendance. The internal-reliability of this newly developed questionnaire was measured at .995 (upon recoding all items to a scale of linear value) (see Student Questionnaire, Appendix-B). This indicated that the students were very consistent in their responses to the questionnaire items.

On the 95-point scale, the average score on the questionnaire was 75 points, with scores ranging from a low of 4 points to a high of 94 points. The majority of the students (97%) scored above the mid-point value of the scale. Also, as shown in Appendix-A, Table E, the majority of students responded positively to the individual questionnaire items. No significant differences were found between the grade levels on the total attitude score, and as shown in Appendix-A, Figures A1-A19, the males and females responded similarly to the questionnaire items.

A significantly negative relationship was found between the student attitudes and the total number of truant days ($r=-.208$, $p<.02$), thus indicating that those students with lower attitude values had the highest number of truancies. Also, a positive relationship was found between student attitude and the sustained amount of truancy decline ($r=.194$, $p<.03$). This indicated that those students with more positive attitudes towards school and school attendance had sustained a higher decline in truancy over the course of this assessment. No relationship was found, however, between the student attitudes and the attendance services delivered.

Parent Survey: Several parents were also surveyed regarding their attitude toward their child's school attendance and toward the school's attendance program. Although, as earlier indicated, 21% of the parents surveyed returned the questionnaire, only 7% of the respondents were parents of students actually selected for review in this evaluation.

For those responding parents with children in the evaluation, it was found that more than two-thirds (70%) had children who had reached truancy Class-5 for the total assessment period, and the majority (83%) had children showing improvements over the course of the assessment. More than one-half (54%) of these parents indicated they felt that their child's school monitored his or her attendance regularly, and the majority (90%) felt that the school had helped to maintain or improve their child's attendance. The majority of the parents (83%) also indicated they had been telephoned regarding their child's school attendance, and more than three-fourths (78%) indicated that such notification had, to a great extent, help prevent their child's truant behavior. Also, 60% of the parents indicated they preferred to be notified by the school attendance staff rather than by the automatic dialing machine; they wanted the personal contact with the attendance staff, and they wanted to be certain to receive the message.

The majority of the parents (93%) felt they were responsible for their child's school attendance. However, only 68% indicated they had visited the school to discuss their child's attendance, and 78% indicated that they had participated in their child's school attendance activities. Also, from a list of school intervention strategies, the parents most frequently indicated that academic support (27.5%) and, similarly, school punishment (27.5%) would be the most effective strategy in maintaining and improving their child's attendance.

While the majority of the parents, overall, responding to this survey appeared to have positive attitudes, it is recommended that these findings be interpreted with a word of caution. It is noted that, mostly those parents who felt satisfied with their child's attendance progress and the school's attendance program may have taken the time to respond to the survey, and therefore, these responses most likely are representative of DCPS parents of truant students with the most positive attitudes. These responses are extremely useful, however, in that they can be viewed as indicators for program emphasis in the future. Yet, in any case, these responses do reflect the attitudes of at least one-fourth of the parents of truant students in DCPS.

SASC Survey: In addition to obtaining information directly from the students and parents, information was obtained from the staff of the SASCs regarding the perceived attitudes of the

students and parents they served. Two-thirds of the SASC staff (67%) agreed that these students seemed willing to openly discuss their problems, but less than one-half (43%) agreed these students seemed willing to listen to counseling advice. Also, only one-fourth of the staff (24%) felt that these students seemed willing to set realistic attendance goals. More than one-half (57%) felt these students understood the legal implications of truancy and did not care, but 48% of the staff felt the majority of these students were buying time until they can legally drop out of school altogether. Also, 48% felt that these students needed the "watchful" eye of the police in order to attend school regularly.

With regard to parents of these chronically truant students, the majority of the staff (76%) felt that parents seemed to lack control over their child's school attendance, and only one-third (33%) felt the parents were willing to monitor their child's attendance. Also, less than one-half of the staff (48%) felt that the majority of the parents responded positively when contacted.

Regarding academic support, approximately one-fourth of the staff (24%) felt that these students needed an alternative school setting, and similarly, one-fourth (29%) felt that the majority of these students would accept an alternative placement. However, more than one-half (57%) agreed that the majority of these students needed additional academic support, and nearly two-thirds of the staff (62%) agreed (with 33% agreeing strongly) that these students would be willing to accept support from the community if offered (i.e., employment, tutoring and counseling).

And finally, regarding family situations, less than one-half (48%) of the staff felt that truancy was caused by social and economic problems, and that students needed social services. However, two-thirds of the staff (67%) agreed that these students needed family counseling beyond the services of the SASCs, and more than one-half (53%) agreed that these students needed individual counseling beyond the services of the SASCs.

Conclusions

The majority of the students receiving attendance services, as well as the parents surveyed, appeared to have positive attitudes about school attendance and the school attendance services. Also, the student attitudes appeared to be significantly related to the sustained level of truancy decline.

The SASC staff generally felt that the chronically truant students they served, as well as their parents, tended to be less responsive to their services. The majority also felt that these students needed individual and family counseling beyond the services of the SASCs. Finally, it was generally felt that these

students needed additional academic support and would welcome support from their community.

IMPLICATION OF FINDINGS AND RECOMMENDATIONS

The findings of this evaluation have been interpreted with regard to the strengths and weaknesses of the program implementation and effectiveness thus far, and recommendations have been made in consideration for program improvements.

In general, it was found that many of the guidelines of the Truancy Prevention Plan have been followed as recommended for all operational components of the plan. It was also found that, when implemented, these guidelines have been responsible for the attendance improvements which have occurred.

While many of the junior and senior high schools were found to have developed effective attendance plans, over one-half had not. The result is that one-half of the schools included in this evaluation did not show improvements in their annual attendance rates. The schools which failed to show attendance improvements were found to be weak in their implementation of two major guidelines set forth in the Truancy Prevention Plan: (1) needs assessment and goal development, and (2) implementation of critical activities. It is, therefore, strongly recommended that these schools be encouraged to adhere to the recommended guidelines of the Truancy Prevention Plan, and, most importantly, devote considerable time towards needs assessment and goal development. This evaluation has found that such planning appears to be essential for improving the school attendance rate.

This evaluation also found that the automatic dialing system has not served DCPS to its full potential. Due to the relatively large amount of time the auto-dial machines were found to be inoperable during the assessment period, it was not possible to determine the potential level of effectiveness in reducing truancy. It was concluded that the system has not received adequate maintenance support, and is, therefore, recommended that the maintenance operation of the system be reviewed. Necessary actions should be taken to ensure that the machines are serviced properly and in a timely manner. Further, it is recommended that attendance staff be given further training on how to properly operate the auto-dial machines as well as on the different capabilities of the machines. This should be done with the knowledge that DCPS parents have stated a higher preference for personal contact with the attendance staff, and the auto-dial system cannot substitute for this. It is expected, however, that adequate maintenance support, along with proper staff training will permit the auto-dial system to be used effectively.

It is noted that school attendance personnel housed in the junior and senior high schools are responsible for serving

elementary and career development truant students as well; a daily ratio of 1:60. However, it was found that more than one-half of the students in need of attendance services in their local schools did not receive them. It is recommended that steps be taken to revise the referral process for attendance services. At the time of this study, students were referred for attendance services by the homeroom teacher. It is recommended that this procedure be revised to allow the school attendance office direct and continous access to attendance information for all students. This will allow the attendance staff to become immediately alerted to patterns of truant behavior. Perhaps, the newly implemented Student Information Management System (SIMS) will be useful in this regard when fully operational. Such improvements in the referral process may also necessitate further expansion of the school attendance staff.

In addition to limited referrals in the local schools, it was also found that referral of students to the Student Attendance Service Centers (SASCs) was inadequate. Only a small percentage of the students in need of SASC services were referred. It is, therefore, further recommended that the referral process for SASC services be improved. It is expected that increased referrals to the SASCs will greatly supplement the efforts of the school attendance office as outlined in the Truancy Prevention Plan.

With regard to attendance services, it was found that services which have been delivered to these students have been limited primarily to one-third of those recommended in the guidelines of the Truancy Prevention Plan. While these particular services were delivered to students at all levels of truancy, those students considered to be chronically truant did receive these services more often.

The services which were most often delivered were found to have an "immediate" effect on truancy reduction, but it appears that these services were less effective over time. Further evidence of diminished effects were apparent by the lack of a relationship between these services and "sustained" effects on truancy reduction. It is therefore recommended here, as in the guidelines of the Truancy Prevention Plan, that more intensive and consistent service types be incorporated into the service plans of those students showing continuous patterns of truant behaviors. It is further recommended that steps be taken to "review" with the present attendance staff their role and responsibilities as set forth in the guidelines of the Truancy Prevention Plan. It is suggested that particular emphasis be placed upon the delivery of more intensive services. It is noted that effective delivery of more intensive services may also necessitate further expansion of the present attendance staff.

Evidence was also found in support of the research argument that certain punitive measures, such as detention and suspension, tend to be counterproductive to attendance improvements. Such measures were found to be negatively related to improvements in annual school attendance rates. Also, attendance services perceived to be punitive, such as joint student and parent conferences, were found to be negatively related to declines in student truancy. Such findings suggest the need for a systematic review of policies governing punitive actions taken in cases of student truancy.

While staff development and morale were not formally assessed in this evaluation, informal observations revealed, in some cases, high levels of frustration, and in most cases, disillusionment with school support. It is, therefore, recommended that steps be undertaken to assess formally and remediate the morale of the attendance staff.

Finally, this evaluation found that students receiving attendance services, as well as their parents, generally had positive attitudes about school and school attendance. It was further noted that student attitudes were significantly related to sustained declines in truancy. Thus, it is recommended that further study be undertaken to determine the factors influencing the attitudes of DCPS students toward school and school attendance. Those apparently relevant factors examined in this evaluation (i.e., attendance services and critical activities in the school) appear to have no direct relationship with the student attitudes. It is expected that an upcoming follow-up study of students-at-risk planned by the Division of Quality Assurance will address this issue.

It is concluded that DCPS has begun implementation of an effective school attendance program, but that components of the Truancy Prevention Plan appear to be operating independently. It is recommended that schools take steps toward integrating all components of their attendance plans. In particular, the local school plans should offer more direct support to the delivery of attendance services, and more interactive strategies should be planned between the attendance staff and classroom personnel.

By the end of SY 1987-88 it is not expected that DCPS will have reached the primary goal of the Comprehensive Plan: a 95% average attendance rate. After two years of program implementation, the overall annual school attendance rate has reached 90.8% (SY 1986-87), an increase of less than 1% (0.5%). The evidence suggests, however, that recommendations developed from the findings of this evaluation will significantly improve the implementation of the Truancy Prevention Plan, and will, undoubtedly, further improve the annual school attendance rate.

REFERENCES

Banchy, N. K. (1985). A last resort: Truancy referrals to juvenile court. ED 257 027

District of Columbia Public Schools, Division of Student Services (1985a). Comprehensive Plan For School Attendance Improvement.

District of Columbia Public Schools, Division of Student Services (1985b). School Attendance: A Guide For Local School Implementation of the Comprehensive Plan School Attendance Improvement.

District of Columbia Public Schools, Division of Student Services (1986). Student Attendance Branch. Preliminary report of attendance services updated.

District of Columbia Public Schools, Division of Quality Assurance and Management Planning (1987). Rate of Attendance of Students Enrolled in the D.C. Public Schools, School Year 1986-87 by Level and Systemwide.

DuFour, R. (1983). Crackdown on attendance: The word is out. National Association of Secondary School Principals Bulletin, Vol. 67, September, 133-135.

Galloway, D. (1982). A Study of persistent absentees and their families. British Journal of Educational Psychology, Vol. 52, 317-330.

Ohio State Department of Education, Division of Elementary and Secondary Education. (1983). Improving attendance: Minimum standards implementation series.

Kaeser, S. S. (1984). Citizen guide to children out of school: The issues, data, explanations and solutions to absenteeim, dropout, and disciplinary exclusion. ED 250 421

Minkler, R. (1980). Humanizing attendance procedures. The Clearing House, Vol. 53, February, 266-267.

Nielson, A., & Gerber, D. (1979). Psychological aspect of truancy in early adolescence. Adolescence, Vol. 14, No. 54, Summer.

Pennsylvania State Department of Education. (1984) Turning the tide: Attendance policies and guidelines.

Porwoll, P. J. (1977). Student absenteeim ERS Report.

Sentelle, S. P. (1980). A helping hand for the chronic truant. Educational Leadership, Vol. 37, No.6, March.

APPENDIX-A

Tables A-1 through A-7

Table B

Tables C-1 through C-7

Tables D-1 through D-7

Table E

Figures A-1 through A-19

TABLE A-1

Attendance Activities Coordinated
by the Attendance Staff and Teachers

	Schools Reporting
Student Recognition: Awards, Certificates and Assemblies	100.0%
Student Gifts: Free Passes, Prizes and Class Trips	56.5%
Homeroom Recognition: Awards, Banners and Trophies	15.0%
Awareness Activities: Poster Contests, Essay Contests, and Class and School Projects	28.3%

TABLE A-2

Regular School Activities Coordinated
to Improve School Attendance

	Schools Reporting
Athletic Activities	36.0%
Band	12.9%
ROTC	7.7%
Awareness Projects and Assemblies	5.2%
Counseling and Tutorials	7.7%

TABLE A-3

Attendance Activities Involving Parents

	Schools Reporting
Parent Awareness: Newsletters and Auto-Dial System	25.5%
Parent Assemblies: Workshops and PTA	53.8%
Parent Groups: Support Groups, Volunteers and School Committees	46.2%

TABLE A-4

Attendance Activities Involving the Local Community and Businesses

	Schools Reporting
Community Involvement: Role Modeling, Counseling, Church Activities and Assemblies	48.9%
Business Involvement: Merchandise and Cash Awards, School Contributions, Free Passes and Discouragement of School-Hour Patronage	74.6%

Businesses Identified	
Washington Post	Washington Informer
C & P Telephone	Dept. of Transportation
Capital Center	Kiwanis Club
Coca-Cola	Woodward Foundation
Wendy's	McDonald's
Nat'l Bank of Wash	Nat'l Security Bank

TABLE A-5

Attendance Activities Involving
Punitive Measures

	Schools Reporting
Parental Involvement: Telephone Calls, Conferences, Truancy Hearings and Court Referrals	43.7%
Detention	23.1%
Suspension	7.7%

TABLE A-6

Attendance Activities Involving
Instructional Modifications

	Schools Reporting
Tutorials: Student and Teacher Tutors, and Saturday Academy	30.3%
Instructional Modifications: Flexible Scheduling, Smaller Classes and Last Period Homeroom	33.4%
Extra Class Activities: IBM Labs and Field Trips	7.8%

TABLE A-7

Attendance Activities Involving
Employment Opportunities

	Schools Reporting
Stay-In-School Program	10.3%
Work-Study Program	18.1%
Career Placement Program	12.8%

TABLE B

Attendance Improvements by School

	SY 1985-86 Avg Attendance Rate	SY 1986-87 Avg Attendance Rate	% Increase in Avg Attendance Rate
Senior High Schools			
Anacostia	89.67	90.44	0.78
Ballou	88.22	90.89	2.67
Cardozo	80.22	89.44	9.22
Coolidge	89.78	89.22	-0.56
Dunbar	87.22	89.44	2.22
Eastern	84.11	84.56	0.44
McKinley	90.44	87.78	-2.67
Roosevelt	90.22	90.56	0.33
Spingarn	81.33	78.00	-3.33
Wilson	89.56	88.83	-0.72
Woodson, H.D.	79.67	86.11	6.44
SENIOR HIGH TOTAL	86.40	87.75	1.35
Junior High Schools			
Backus	91.67	89.33	-2.33
Browne	87.67	89.89	2.22
Deal	90.67	91.33	0.67
Douglass	89.22	92.00	2.78
Eliot	82.33	85.44	3.11
Evans	87.56	84.11	-3.44
Fletcher-Johnson	80.44	75.78	-4.67
Francis	89.00	91.11	2.11
Friendship	82.00	85.44	2.44
Garnet-Patterson	78.89	78.22	-0.67
Hamilton	85.44	84.00	-1.44
Hart	90.22	80.89	-9.33
Hine	87.11	86.22	-0.89
Jefferson	94.56	92.44	-2.11
Johnson	93.44	92.67	-0.78
Kramer	81.89	82.44	0.56
Langley	80.67	88.78	8.11
Lincoln	88.00	87.78	-0.22
MacFarland	86.44	89.89	3.44
Miller	90.67	88.56	-2.11
Paul	94.00	92.22	-1.78
Rabaut	94.33	91.33	-3.00
Roper	83.67	83.56	-0.11
Shaw	93.00	91.89	-1.11
Sousa	87.22	87.89	0.67
Taft	87.56	87.56	-0.22
Terrell	81.56	90.89	9.33
Woodson, C.G.	81.78	87.78	6.00
JUNIOR HIGH TOTAL	87.17	87.47	0.30

TABLE C-1

Students Referred in September 1986

September Truancy Level		September Referrals
0	n=34 (17.0)	0
1	n=78 (39.0)	2 (2.6)
2	n=54 (27.0)	1 (1.9)
3	n=23 (11.5)	1 (4.3)
4	n=11 (5.5)	1 (9.1)
5	n=0	0
Total Students	N=200	5 (2.5)

TABLE C-2

Students Referred by October 1986

October Truancy Level	September Referrals (%)	October Referrals (%)	Total Referrals (%)
0 n=17 (8.5)	0	0	0
1 n=58 (29.0)	3 (5.2)	5 (8.6)	8 (13.8)
2 n=55 (27.5)	1 (1.8)	5 (9.1)	6 (10.9)
3 n=42 (21.0)	0	5 (11.9)	5 (11.9)
4 n=23 (11.5)	1 (4.3)	4 (17.4)	5 (21.7)
5 n=5 (2.5)	0	1 (20.0)	1 (20.0)
Total Students N=200	5 (2.5)	20 (10.0)	25 (12.5)

TABLE C-3

Students Referred by November 1986

November Truancy Level	September Referrals (%)	October Referrals (%)	November Referrals (%)	Total Referrals (%)
0 n=18 (9.0)	1 (5.6)	2 (11.1)	0	3 (16.1)
1 n=77 (38.5)	2 (2.6)	6 (7.8)	5 (6.5)	13 (16.9)
2 n=60 (30.0)	2 (3.3)	5 (8.3)	4 (6.7)	11 (18.3)
3 n=29 (14.5)	0	5 (17.2)	3 (10.3)	8 (27.5)
4 n=16 (8.0)	0	2 (12.5)	1 (6.3)	3 (18.8)
5 n=0	0	0	0	0
Total Students N=200	5 (2.5)	20 (10.0)	13 (6.5)	38 (19.0)

TABLE C-4

Students Referred by December 1986

December Truancy Level	September Referrals (%)	October Referrals (%)	November Referrals (%)	December Referrals (%)	Total Referrals (%)
0 n=17 (8.5)	0	3 (17.6)	0	1 (5.9)	4 (23.5)
1 n=69 (34.5)	3 (4.3)	4 (5.8)	3 (4.3)	4 (5.8)	14 (20.2)
2 n=54 (27.0)	1 (1.9)	3 (5.6)	6 (11.1)	1 (1.9)	11 (20.5)
3 n=43 (21.5)	1 (2.3)	8 (18.6)	3 (7.0)	1 (2.3)	13 (30.2)
4 n=17 (8.5)	0	2 (11.8)	1 (5.9)	1 (5.9)	4 (23.6)
5 n=0	0	0	0	0	0
Total Students N=200	5 (2.5)	20 (10.0)	13 (6.5)	8 (4.0)	46 (23.0)

TABLE C-5

Students Referred by January 1987

January Truancy Level		September Referrals (%)	October Referrals (%)	November Referrals (%)	December Referrals (%)	January Referrals (%)	Total Referrals (%)
0	n=20 (10.0)	0	2 (10.0)	0	2 (10.0)	1 (5.0)	4 (25.0)
1	n=75 (37.5)	4 (5.3)	6 (8.0)	4 (5.3)	3 (4.0)	3 (4.0)	20 (26.6)
2	n=60 (30.0)	1 (1.7)	7 (11.7)	6 (10.0)	2 (3.3)	7 (11.7)	23 (37.1)
3	n=40 (20.0)	0	4 (10.0)	3 (7.5)	1 (2.5)	4 (10.0)	12 (30.0)
4	n=4 (2.0)	0	1 (25.0)	0	0	0	1 (25.0)
5	n=1 (.5)	0	0	0	0	0	0
Total Students N=200		5 (2.5)	20 (10.0)	13 (6.5)	8 (4.0)	15 (7.5)	61 30.5)

TABLE C-6

Students Referred by February 1987

February Truancy Level		September Referrals (%)	October Referrals (%)	November Referrals (%)	December Referrals (%)	January Referrals (%)	February Referrals (%)	Total Referrals (%)
0	n=24 (12.0)	1 (4.2)	5 (20.8)	0	2 (8.3)	0	0	8 (33.3)
1	n=61 (30.5)	3 (4.9)	6 (9.8)	5 (8.2)	4 (6.6)	5 (8.2)	1 (1.6)	24 (39.3)
2	n=57 (28.5)	1 (1.8)	3 (5.3)	3 (5.3)	2 (3.5)	5 (8.8)	1 (1.8)	15 (26.5)
3	n=37 (18.5)	0	4 (10.8)	2 (5.4)	0	3 (8.1)	5 (13.5)	14 (37.8)
4	n=21 (10.5)	0	2 (9.5)	3 (14.3)	0	2 (9.5)	0	7 (33.3)
5	n=0	0	0	0	0	0	0	0
Total Students N=200		5 (2.5)	20 (10.0)	13 (6.5)	8 (4.0)	15 (7.5)	7 (3.5)	68 (34.0)

TABLE C-7

Students Referred by March 1987

March Truancy Level	September Referrals (%)	October Referrals (%)	November Referrals (%)	December Referrals (%)	January Referrals (%)	February Referrals (%)	March Referrals (%)	Total Referrals (%)
0 n=20 (10.0)	0	4 (20.0)	1 (5.0)	2 (10.0)	1 (5.0)	0	0	8 (40.0)
1 n=66 (33.0)	3 (4.5)	7 (10.6)	3 (4.5)	3 (4.5)	4 (6.1)	2 (3.0)	4 (6.1)	26 (39.3)
2 n=44 (22.0)	1 (2.3)	2 (4.5)	5 (11.4)	1 (2.3)	3 (6.8)	2 (4.5)	3 (6.8)	17 (38.7)
3 n=27 (13.5)	0	2 (7.4)	1 (3.7)	2 (7.4)	4 (14.8)	1 (3.7)	2 (7.4)	12 (44.4)
4 n=32 (16.0)	1 (3.1)	3 (9.4)	3 (9.4)	0	3 (9.4)	2 (6.3)	2 (6.3)	14 (43.9)
5 n=11 (5.5)	0	2 (18.2)	0	0	0	0	1 (9.1)	3 (27.3)
Total Students N=200	5 (2.5)	20 (10.0)	13 (6.5)	8 (4.0)	15 (7.5)	7 (3.5)	12 (6.0)	80 (40.0)

TABLE D-1

Students Receiving Attendance Services in September 1988

September Truancy Level	Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0 n=34 (17.0)	0	0	0	0	0	0	0	0	0	0
1 n=78 (39.0)	2 (2.6)	1 (1.3)	2 (2.6)	0	1 (1.3)	0	0	0	0	0
2 n=54 (27.0)	2 (3.7)	0	2 (3.7)	0	0	1 (1.9)	0	0	0	0
3 n=23 (11.5)	1 (4.3)	1 (4.3)	1 (4.3)	0	1 (4.3)	0	0	0	0	0
4 n=11 (5.5)	1 (9.1)	0	1 (9.1)	0	0	1 (9.1)	0	0	0	0
5 n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200	6 (3.0)	2 (1.0)	6 (3.0)	0	2 (1.0)	2 (1.0)	0	0	0	0

(cont'd)

September Truancy Level	Instructional Support (%)	Home Visit (%)	General Contact (%)	DCPS Contact (%)	DASC Referral (%)	DASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0 n=34 (17.0)	0	0	0	0	0	0	0	0	0	0
1 n=78 (39.0)	0	1 (1.3)	1 (1.3)	0	0	0	0	0	0	0
2 n=54 (27.0)	0	0	0	0	0	0	0	0	0	0
3 n=23 (11.5)	0	0	0	0	0	0	0	0	1 (4.3)	0
4 n=11 (5.5)	0	0	0	0	0	0	0	0	0	0
5 n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200	0	1 (.5)	1 (.5)	0	0	0	0	0	1 (.5)	0

TABLE D-1

Students Receiving Attendance Services in October 1986

October Truancy Level-	Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0 n=17 (8.5)	0	1 (5.9)	0	0	1 (5.9)	0	0	0	0	0
1 n=58 (29.0)	7 (12.1)	5 (8.6)	6 (9.6)	0	3 (5.4)	0	0	0	0	1 (1.7)
2 n=55 (27.5)	7 (12.7)	4 (7.3)	5 (9.1)	0	4 (7.3)	7 (12.7)	0	0	0	0
3 n=23 (11.5)	0 (11.9)	4 (9.8)	2 (9.5)	1 (2.4)	4 (9.8)	3 (7.3)	1 (2.4)	0	0	0
4 n=23 (11.5)	0 (21.7)	4 (17.4)	5 (21.7)	0	2 (8.7)	1 (4.3)	0	0	0	0
5 n=4 (2.0)	0	0	0	0	0	0	0	0	0	0
Total Students N=200	22 (12.0)	16 (8.0)	15 (9.0)	1 (.5)	13 (8.0)	11 (8.0)	1 (.5)	0	0	0

(cont'd)

October Truancy Level-	Instructional support (%)	Home Visit (%)	General Contact (%)	DCFS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0 n=17 (8.5)	0	0	0	0	0	0	0	0	0	0
1 n=58 (29.0)	0	0	0	0	0	0	1 (1.7)	0	0	0
2 n=55 (27.5)	0	1 (1.8)	0	0	0	0	1 (1.8)	0	0	0
3 n=23 (11.5)	0	0	1 (2.4)	0	1 (2.4)	0	0	0	0	0
4 n=23 (11.5)	1 (4.3)	1 (4.3)	0	0	0	0	0	0	0	0
5 n=4 (2.0)	0	0	0	0	0	0	1 (20.0)	0	0	0
Total Students N=200	1 (1.0)	2 (1.0)	1 (.5)	0	1 (.5)	0	2 (1.0)	0	0	0

TABLE D-3

Students Receiving Attendance Services in November 1986

November Truancy Level-		Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0	n=18	1	0	1	2	0	0	0	0	0	0
	(9.0)	(5.0)		(5.0)	(11.1)						
1	n=77	10	6	6	0	4	4	0	0	0	1
	(38.5)	(13.0)	(8.5)	(8.5)		(5.2)					(1.3)
2	n=60	4	5	7	2	5	5	0	0	0	0
	(30.0)	(6.7)	(8.3)	(11.7)	(3.3)	(8.3)	(8.3)				
3	n=29	5	4	6	0	2	7	0	0	0	0
	(14.5)	(17.2)	(13.8)	(20.7)		(6.9)	(24.1)				
4	n=16	2	1	1	1	1	1	0	0	0	0
	(8.0)	(12.5)	(6.3)	(6.3	(6.3)	(6.3)	(6.3)				
5	n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200		22 (11.0)	16 (7.5)	20 (10.0)	5 (2.5)	12 (6.0)	17 (8.5)	0	0	0	1 (.5)

(cont'd)

November Truancy Level-		Instructional Support (%)	Home Visit (%)	General Contact (%)	DCFS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0	n=18	0	1	0	0	0	0	0	0	0	0
	(9.0)		(5.0)								
1	n=77	0	0	1	0	0	0	1	0	0	0
	(38.5)			(1.3)				(1.3)			
2	n=60	0	1	1	0	1	1	0	0	0	0
	(30.0)		(1.7)	(1.7)		(1.7)	(1.7)				
3	n=29	0	2	0	0	2	0	1	0	0	0
	(14.5)		(6.9)			(6.9)		(3.4)		(4.3)	
4	n=16	0	1	1	0	0	0	0	1	0	0
	(8.0)		(6.3)	(6.3)					(6.3)		
5	n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200		0	5 (2.5)	3 (1.5)	0	3 (1.5)	1 (.5)	2 (1.0)	1 (.5)	0	0

TABLE D-4

Students Receiving Attendance Services in December 1988

December Truancy Level	Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0 n=17 (8.5)	1 (5.9)	0	0	0	0	0	0	0	0	0
1 n=69 (34.5)	7 (10.1)	6 (8.7)	9 (13.0)	0	1 (1.5)	9 (13.0)	0	0	0	0
2 n=54 (27.0)	5 (9.3)	4 (7.4)	5 (9.3)	1 (1.9)	1 (1.9)	3 (5.6)	0	0	0	0
3 n=43 (21.5)	4 (9.3)	2 (4.7)	10 (23.3)	1 (2.3)	1 (2.3)	0 (14.0)	0	0	0	0
4 n=17 (8.5)	2 (11.8)	2 (11.8)	4 (23.5)	1 (5.9)	2 (11.8)	3 (17.6)	0	0	0	0
5 n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200	19 (9.5)	14 (7.0)	28 (14.0)	3 (1.5)	8 (4.0)	21 (10.5)	0	0	0	0

(cont'd)

December Truancy Level	Instructional Support (%)	Home Visit (%)	General Contact (%)	DCPS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0 n=17 (8.5)	0	0	0	0	1 (5.9)	0	0	0	1 (5.9)	0
1 n=69 (34.5)	0	1 (1.4)	3 (4.3)	0	1 (1.4)	0	0	1 (1.4)	1 (1.4)	0
2 n=54 (27.0)	0	0	1 (1.9)	0	0	0	1 (1.9)	0	0	0
3 n=43 (21.5)	1 (2.3)	1 (2.3)	1 (2.3)	0	0	0	0	0	0	0
4 n=17 (8.5)	0	1 (5.9)	0	0	0	0	0	0	0	0
5 n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200	1 (.5)	3 (1.5)	5 (2.5)	0	2 (1.0)	0	1 (.5)	1 (.5)	2 (1.0)	0

TABLE B-8

Students Receiving Attendance Services in January 1987

January Truancy Level	Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0 n=20 (10.0)	1 (5.0)	2 (10.0)	2 (10.0)	0	2 (10.0)	1 (5.0)	0	0	0	0
1 n=75 (37.5)	0 (0.0)	2 (2.7)	4 (5.3)	0	2 (2.7)	1 (1.3)	0	0	0	1 (1.3)
2 n=66 (30.0)	13 (21.7)	12 (20.0)	8 (13.3)	2 (3.3)	7 (11.7)	6 (10.0)	0	0	0	0
3 n=40 (20.0)	5 (12.5)	8 (20.0)	3 (7.5)	0	3 (7.5)	4 (10.0)	0	0	0	0
4 n=4 (2.0)	1 (25.0)	2 (50.0)	1 (50.0)	0	0	1 (25.0)	0	0	0	0
5 n=1 (.5)	0	0	0	0	0	0	0	0	0	0
Total Students N=200	20 (10.0)	26 (13.0)	19 (9.5)	2 (1.0)	14 (7.0)	15 (7.5)	0	0	0	1 (.5)

(cont'd)

January Truancy Level	Instructional Support (%)	Home Visit (%)	General Contact (%)	DCPS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0 n=20 (10.0)	0	1 (5.0)	1 (5.0)	0	0	1 (5.0)	0	0	0	0
1 n=75 (37.5)	1 (1.3)	0	0	0	0	0	1 (1.3)	0	0	0
2 n=66 (30.0)	0	3 (5.0)	1 (1.7)	0	2 (3.3)	0	1 (1.7)	0	0	1 (1.7)
3 n=40 (20.0)	1 (2.5)	0	2 (5.0)	0	0	0	0	0	2 (5.0)	0
4 n=4 (2.0)	0	0	0	0	0	0	0	0	0	0
5 n=1 (.5)	0	0	0	0	0	0	0	0	0	0
Total Students N=200	2 (1.0)	4 (2.0)	4 (2.0)	0	2 (1.0)	1 (.5)	2 (1.0)	0	2 (1.0)	1 (.5)

TABLE D-6

Students Receiving Attendance Services in February 1987

February Truancy Level	Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0 n=24 (12.0)	0	0	1 (4.2)	0	0	0	0	0	0	0
1 n=61 (30.5)	1 (1.6)	1 (1.6)	2 (3.3)	0	0	1 (1.6)	0	0	0	0
2 n=57 (28.5)	0 (0.0)	8 (14.0)	4 (7.0)	1 (1.8)	4 (7.0)	3 (5.3)	0	0	0	0
3 n=37 (18.5)	0 (0.0)	5 (13.5)	7 (18.9)	1 (2.7)	2 (5.4)	5 (13.5)	0	0	0	0
4 n=21 (10.5)	1 (4.8)	1 (4.8)	2 (9.5)	0 (0.0)	0 (0.0)	1 (4.8)	0	0	0	0
5 n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200	14 (7.0)	15 (7.5)	16 (8.0)	2 (1.0)	6 (3.0)	10 (5.0)	0	0	0	0

(cont'd)

February Truancy Level	Instructional Support (%)	Home Visit (%)	General Contact (%)	DCFS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0 n=24 (12.0)	0	0	0	0	0	0	0	0	0	0
1 n=61 (30.5)	0 (0.0)	0 (0.0)	1 (1.6)	0 (0.0)	0 (0.0)	1 (1.6)	1 (1.6)	0 (0.0)	0 (0.0)	0 (0.0)
2 n=57 (28.5)	1 (1.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.8)	0 (0.0)	0 (0.0)	1 (1.8)	0 (0.0)
3 n=37 (18.5)	1 (2.7)	1 (2.7)	2 (5.4)	0 (0.0)	1 (2.7)	0 (0.0)	2 (5.4)	1 (2.7)	0 (0.0)	0 (0.0)
4 n=21 (10.5)	0 (0.0)	1 (4.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.8)	0 (0.0)
5 n=0	0	0	0	0	0	0	0	0	0	0
Total Students N=200	2 (1.0)	2 (1.0)	3 (1.5)	0 (0.0)	1 (.5)	2 (1.0)	3 (1.5)	1 (.5)	2 (1.0)	0 (0.0)

TABLE B-7

Students Receiving Attendance Services in March 1987

March Truancy Level	Personal Phone Call (%)	Student Interview (%)	Parent Interview (%)	Student/ Parent Interview (%)	Group Interview (%)	Team Conference (%)	Diagnosis/ Assessment (%)	Written Service Plan (%)	Written Goal Plan (%)	Instructional Modification (%)
0 n=10 (10.0)	1 (8.0)	1 (8.0)	0	0	1 (8.0)	0	0	0	0	0
1 n=66 (33.0)	9 (13.6)	8 (12.1)	4 (6.1)	2 (3.0)	6 (9.1)	4 (6.1)	0	0	0	0
2 n=44 (22.0)	7 (15.9)	7 (15.9)	5 (11.4)	3 (6.8)	1 (2.3)	6 (13.6)	0	0	0	0
3 n=27 (13.5)	6 (22.2)	4 (14.8)	3 (11.1)	2 (7.4)	1 (3.7)	1 (3.7)	0	0	0	0
4 n=32 (16.0)	8 (25.0)	5 (15.6)	8 (25.0)	1 (3.1)	2 (6.3)	3 (9.4)	0	0	0	0
5 n=11 (5.5)	2 (18.2)	0	2 (18.2)	0	0	5 (45.5)	0	1 (9.1)	0	0
Total Students N=200	33 (16.5)	25 (12.5)	22 (11.0)	8 (4.0)	11 (5.5)	19 (9.5)	0	1 (.5)	0	0

(cont'd)

March Truancy Level	Instructional Support (%)	Home Visit (%)	General Contact (%)	DCPS Contact (%)	SASC Referral (%)	SASC Follow-Up (%)	Agency Contact (%)	Agency Referral (%)	Truancy Hearing (%)	Court Referral (%)
0 n=10 (10.0)	0	0	0	0	0	0	0	0	0	0
1 n=66 (33.0)	2 (3.0)	1 (1.5)	0	0	1 (1.5)	0	1 (1.5)	0	1 (1.5)	0
2 n=44 (22.0)	1 (2.3)	0	1 (2.3)	0	1 (2.3)	1 (2.3)	0	0	1 (2.3)	0
3 n=27 (13.5)	1 (3.7)	0	1 (3.7)	0	0	0	0	0	0	0
4 n=32 (16.0)	0	0	0	0	0	0	0	0	0	0
5 n=11 (5.5)	0	2 (18.2)	1 (9.1)	0	1 (9.1)	0	1	0	0	0
Total Students N=200	4 (2.0)	3 (1.5)	3 (1.5)	0	3 (1.5)	1 (.5)	2 (1.0)	0	2 (1.0)	0

TABLE E

Student Attitude Toward Statements
Regarding School and School Attendance

Student Questionnaire Items	Agree Strongly	Agree	Not Sure	Disagree	Disagree Strongly
1. I often stay out of school to be with friends.	4.3	8.5	5.3	34.0	47.9
2. I usually stay out of school when I don't have money.	4.3	6.5	3.2	28.0	58.1
3. My teachers seem to care when I do not come to school.	26.4	33.0	14.3	12.1	14.3
4. I usually try to come to school when I am scheduled to have a test.	35.6	28.0	8.6	15.1	11.8
5. I usually try to come to school even when the weather is bad.	27.2	46.7	14.1	5.4	6.5
6. I often stay out of school because I don't fit in with the other students.	4.3	5.4	7.5	31.2	51.6
7. I feel that attending school is important to my future.	65.2	26.1	3.3	1.1	4.3
8. I stay out of school because my parent(s) or guardians do not care.	1.1	3.3	2.2	18.5	75.0
9. I usually come to school in order to stay out of trouble.	20.4	22.6	7.5	28.0	21.5
10. By attending school regularly, I can make better grades.	51.1	38.0	4.3	3.3	3.3
11. I usually stay out of school when I cannot get there on time.	5.5	16.5	11.0	45.1	22.0
12. I usually stay out of school when I have not completed my homework.	3.3	2.2	9.8	52.2	32.6
13. I often stay out of school to help my family.	5.4	21.5	4.3	38.7	30.1
14. It's important to come to school even when I don't feel like it.	46.2	37.6	5.4	7.5	3.2
15. I don't like to miss school because I fall behind in my class.	33.3	48.4	7.5	4.3	6.5
16. I often miss school because my tecahers don't like me.	1.1	2.2	7.5	37.6	51.6
17. I often miss school because I don't learn much when I attend.	4.3	6.5	6.5	39.8	43.0
18. It is my responsibility to attend school regularly.	53.8	37.6	3.2	2.2	3.2
19. I often miss school in order to work.	2.2	4.3	2.2	35.5	55.9

Figure A-1
Student Attitude Toward Statement:

I Often Stay Out of School to Be With My Friends

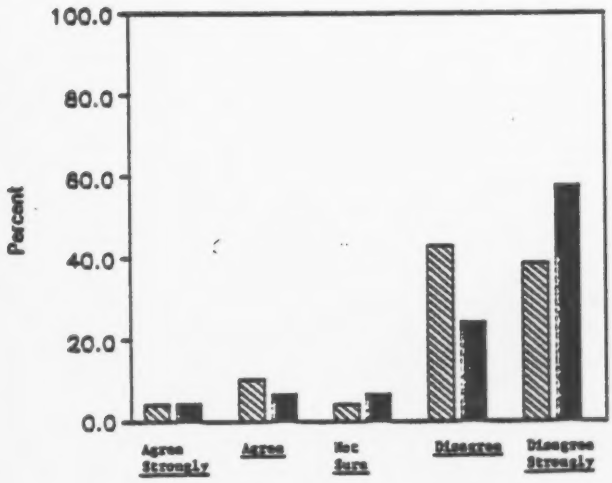


Figure A-2
Student Attitude Toward Statement:

I Usually Stay Out of School When I Don't Have Money

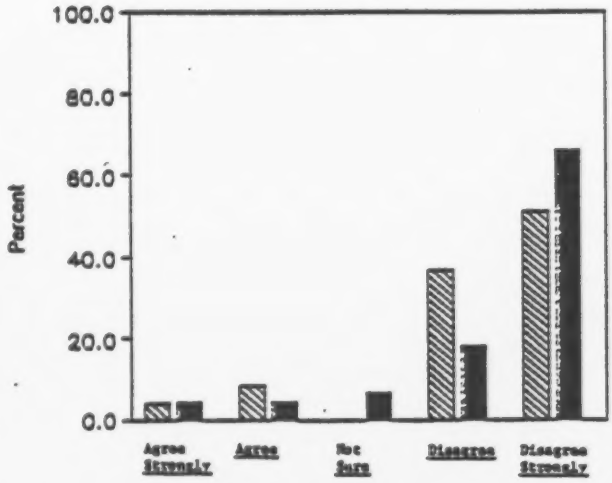


Figure A-3
Student Attitude Toward Statement:

My Teachers Seem to Care A Lot When I Do Not Come to School

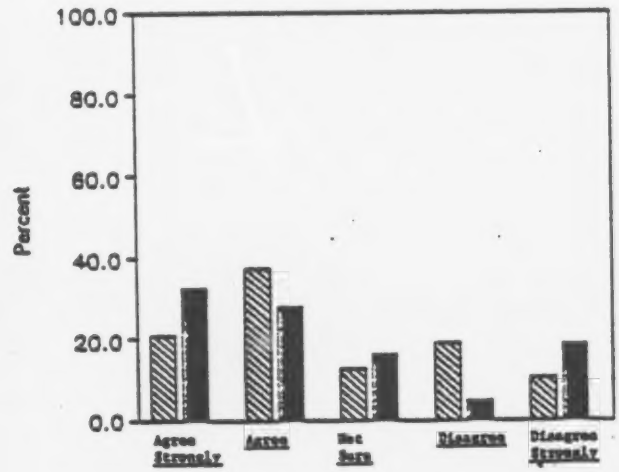


Figure A-4
Student Attitude Toward Statement:

I Usually Try to Come to School When I am Scheduled to Have a Test

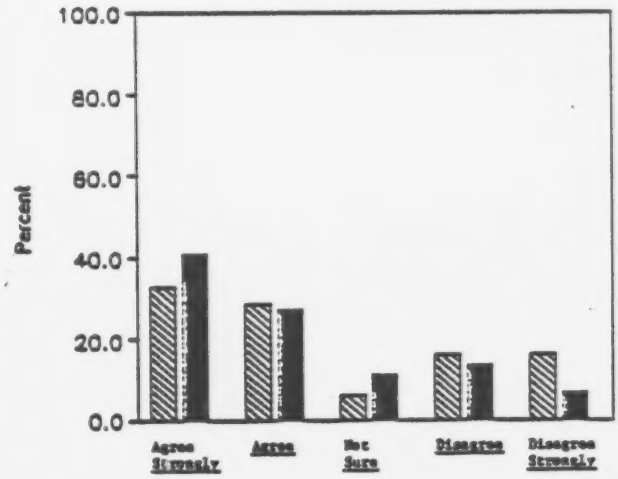


Figure A-5
Student Attitude Toward Statement:

I Usually Try to Come to School Even When the Weather is Bad

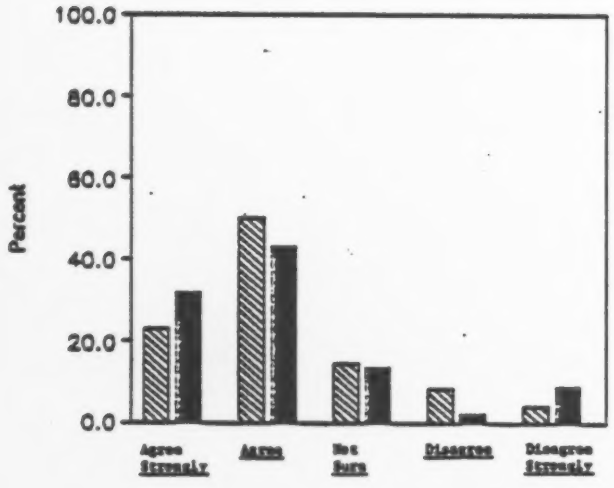


Figure A-6
Student Attitude Toward Statement:

I Often Stay Out of School Because I Don't Fit in With the Other Students

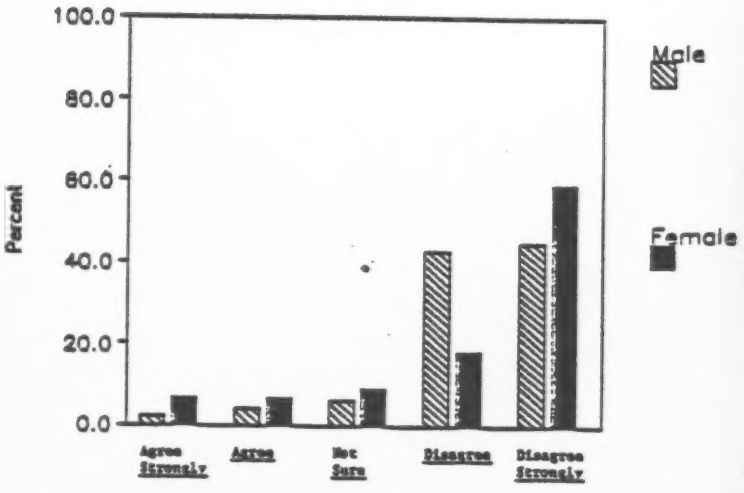


Figure A-7
Student Attitude Toward Statement:

I Feel That Attending School is Important to My Future

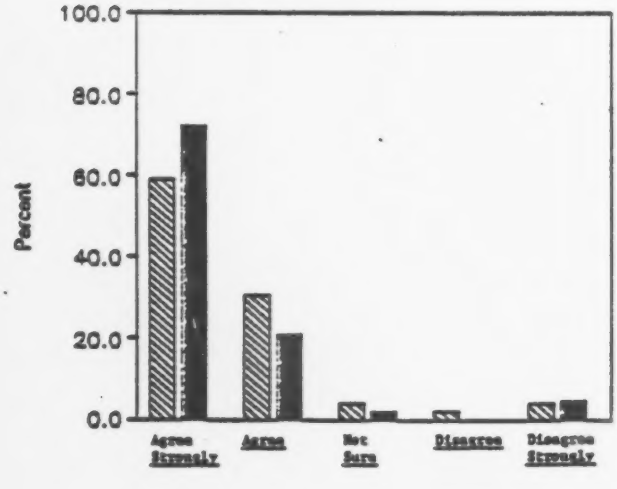


Figure A-8
Student Attitude Toward Statement:

I Stay Out of School Because My Parent(s) or Guardian(s) Do Not Care

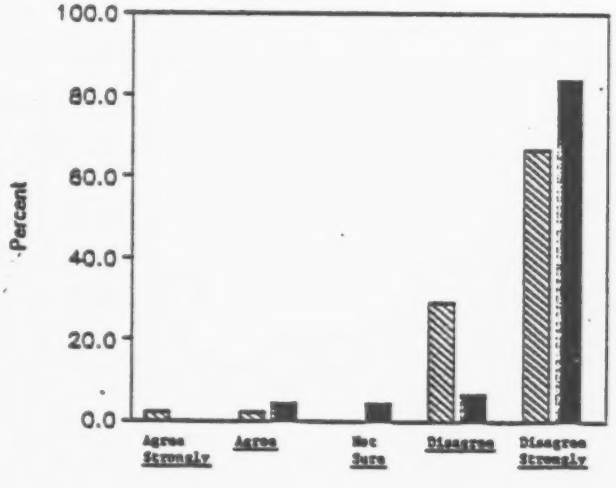


Figure A-9
Student Attitude Toward Statement:

I Usually Come to School in Order to Stay Out of Trouble

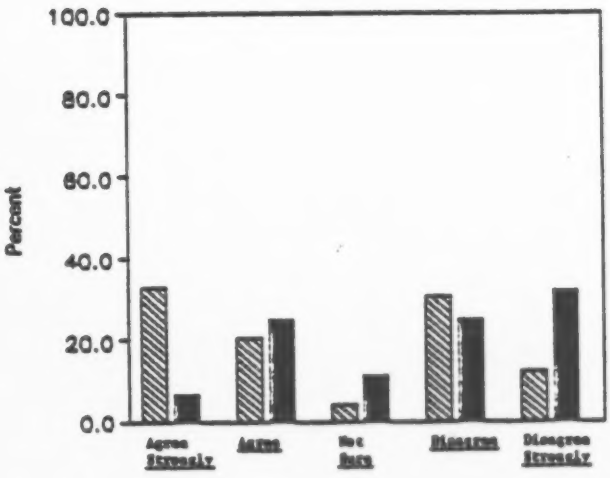


Figure A-10
Student Attitude Toward Statement:

By Attending School Regularly, I Can Make Better Grades

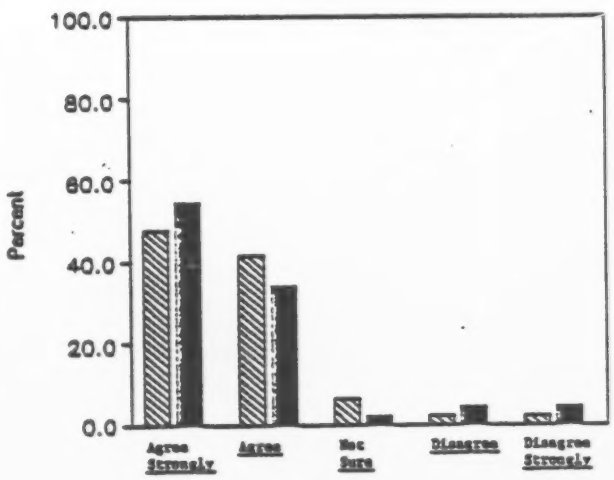


Figure A-11
Student Attitude Toward Statement:

I Usually Stay Out of School When I Cannot Get there on Time

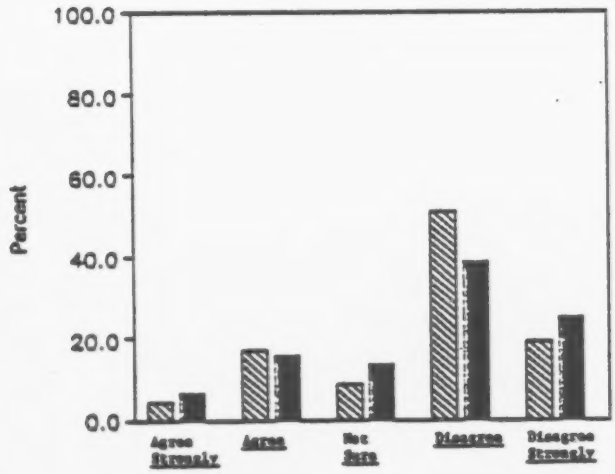


Figure A-12
Student Attitude Toward Statement:

I Usually Stay Out of School When I Have Not Completed My Homework

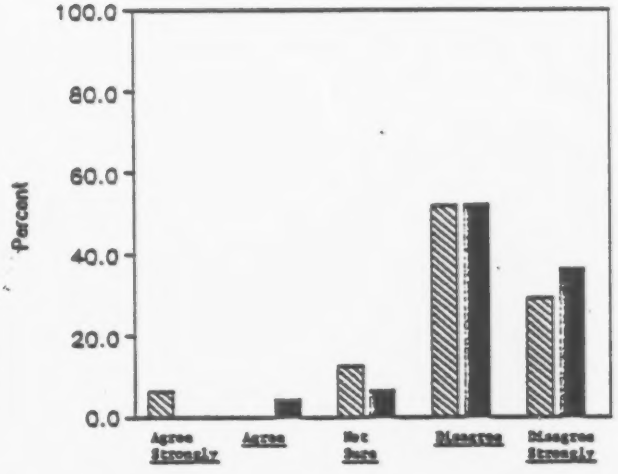


Figure A-13
Student Attitude Toward Statement:

I Often Stay Out of School to Help My Family

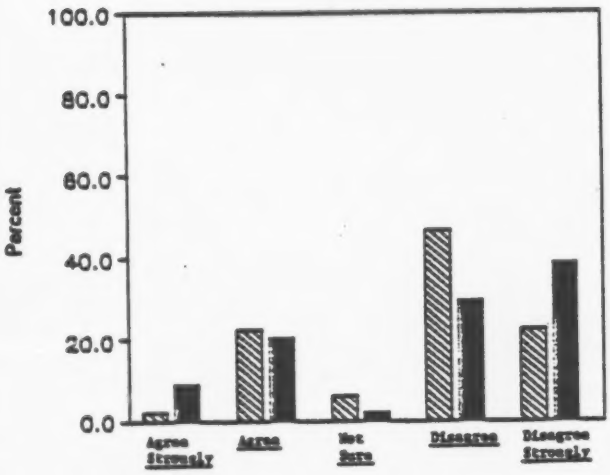


Figure A-14
Student Attitude Toward Statement:

It's Important to Come to School Even When I Don't Feel Like It

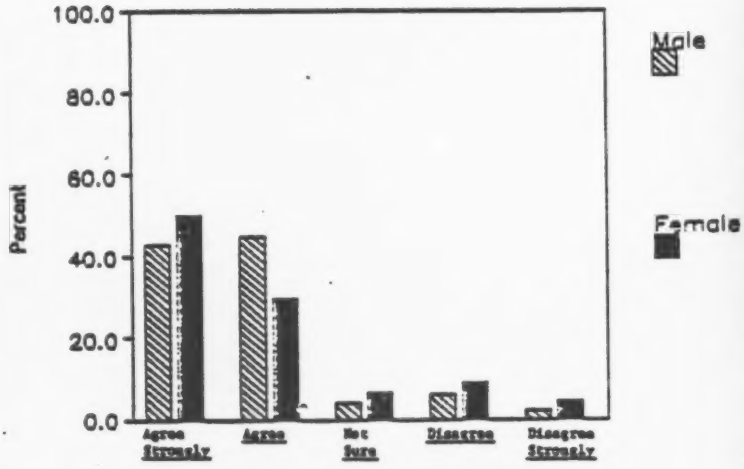


Figure A-15
Student Attitude Toward Statement:

I Don't Like to Miss School Because I Fall Behind in My Class

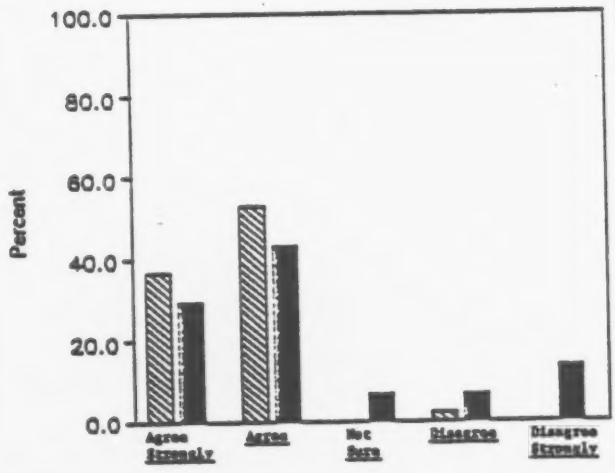


Figure A-16
Student Attitude Toward Statement:

I Often Miss School Because My Teacher Don't Like Me

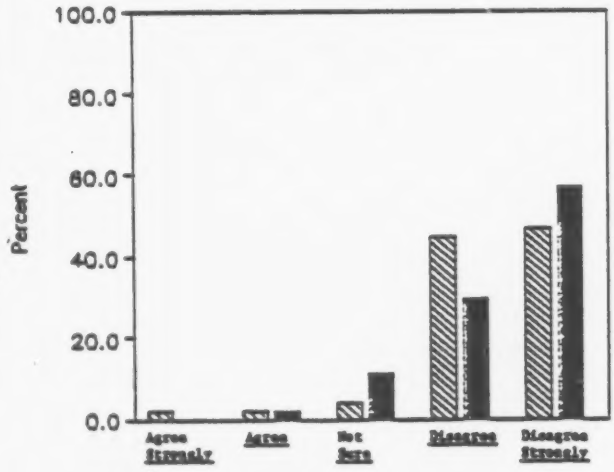


Figure A-17
Student Attitude Toward Statement:

I Often Miss School Because I Don't Learn Much When I Attend

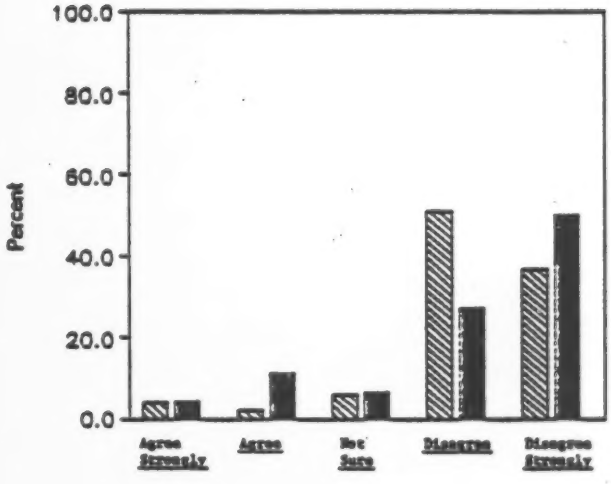


Figure A-18
Student Attitude Toward Statement:

It is My Responsibility to Attend School Regularly

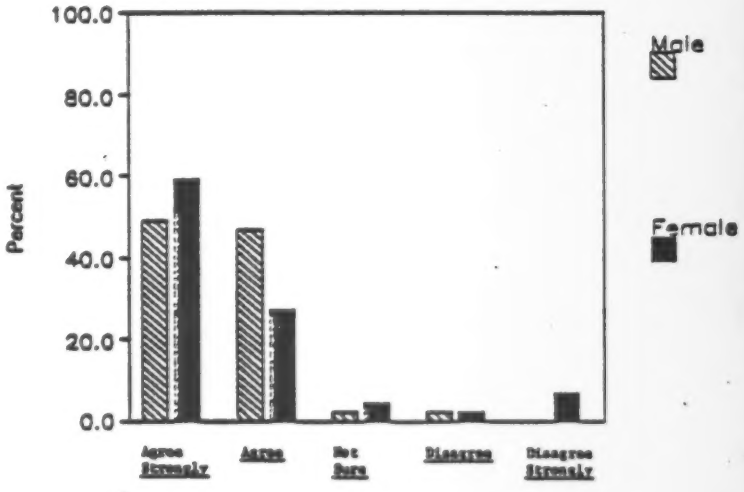
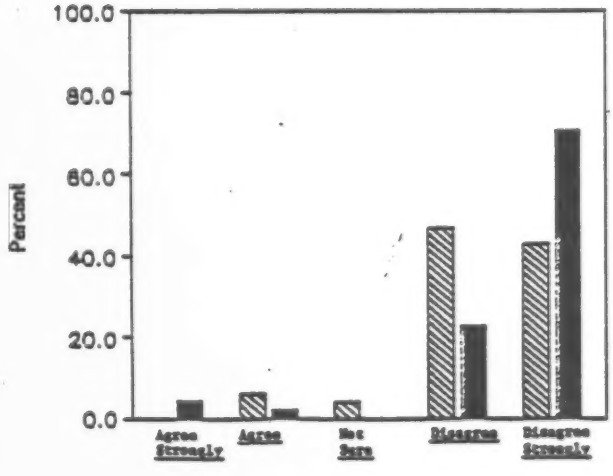


Figure A-19
Student Attitude Toward Statement:

I Often Miss School in Order to Work



APPENDIX-B

* School Questionnaire for School Attendance Improvement Plans
* Checklist for Local School Attendance Services
* Checklist for Student Attendance Service Center (SASC) Services
* Student Questionnaire on School Attendance
* Parent Questionnaire on School Attendance
* Student Attendance Service Center (SASC) Staff Questionnaire

SURVEY OF LOCAL SCHOOL PLAN
FOR SCHOOL ATTENDANCE IMPROVEMENT

School Name: _____

Please answer the following questions that refer to your school's plan for school attendance improvement.

****

1. Under the secondary school improvement program (SSIP), did your school list "improving attendance" as an objective?

Yes _____ No _____ Not Sure _____

2. Did your school submit an "attendance improvement plan" to the Regional Attendance Coordinator?

Yes _____ No _____ Not Sure _____

3a. Does your school have an attendance committee?

Yes _____ No _____ Not Sure _____

(If yes) 3b. How many of each make up the committee?

_____ (1) Attendance Staff
_____ (2) Teachers
_____ (3) Parents
_____ (4) Students
_____ (5) Others: (specify)_____

3c. Does this committee have a chairperson?
yes _____ no _____
Who? _____
(staff position)

4. Have the attendance improvement objectives of your school been distributed to the school faculty for their review and input?

Yes _____ No _____ Not Sure_____

5. Describe the general attitude of the school faculty toward local school planning for attendance improvement.

_____ (a) Highly optimistic; believe good school planning will result into highly improved attendance.
_____ (b) Somewhat optimistic; believe that even a great school plan will only have moderate success.
_____ (c) Not optimistic; believe that local school planning is not effective and a more centralized approach is required.
_____ (d) Other: _____
_____

6a. Does your school plan include any attendance activities to be planned and coordinated by the classroom teachers this year?

Yes _____ No _____ Not Sure _____

(If yes) 6b. List no more than two examples.
_____

7a. Does your school plan for improving attendance include any special classroom, scheduling or instructional modifications for this school year?

Yes _____ No _____ Not Sure _____

(If yes) 7b. List no more than two examples.
_____
_____

8a. Does your school plan for improving attendance include support from business and community groups for this school year?

Yes _____ No _____ Not Sure _____

(If yes) 8b. List no more than two examples.
_____
_____

9a. Does your school plan for attendance improvement include provisions where eligible students can pursue part-time employment and still maintain "regular" school attendance?

Yes _____ No _____ Not Sure _____

(If yes) 9b. List no more than two examples.
_____
_____

10a. Does your school plan include any parental awareness or volunteer activities for this school year?

Yes _____ No _____ Not Sure _____

(If yes) 10b. List no more than two examples.

_____

_____

11a. Does your school plan permit the student body to plan and coordinate any attendance activities for this school year?

Yes _____ No _____ Not Sure _____

(If yes) 11b. List no more than two examples.

_____

_____

12a. Does your school plan include any special activities which might regularly attract truant students to school (e.g. morning sports activities)?

Yes _____ No _____ Not Sure _____

(If yes) 12b. List no more than two examples.

_____

_____

13a. Does your school plan include punitive measures against students with unexcused absences?

Yes _____ No _____ Not Sure _____

(If yes) 13b. List no more than two examples.

_____

_____

14a. Does your school offer any special rewards or incentives to students with "good attendance"?

Yes _____ No _____ Not Sure _____

(If yes) 14b. List no more than two examples.

_____

_____

15. When is the daily attendance recorded in your school?

_____ Mornings only
_____ Mornings and Afternoons
_____ Other: _____
(specify)

16a. Does your school plan call for a periodic review of staff responsibilities and procedures for attendance monitoring?

Yes _____ No _____ Not Sure _____

(If yes) 16b. How often?

_____ (1) Monthly
_____ (2) Quarterly
_____ (3) By Semester
_____ (4) Annually
_____ (5) Other: _____
(specify)

17a. Has your school begun to implement automated procedures for attendance accounting?

Yes _____ No _____ Not Sure _____

(If yes) 17b. At what level?
(Check all that apply)

_____ (1) Staff training
_____ (2) Equipment set-up
_____ (3) Full operation

18. In your school, who is the person designated to monitor the school attendance plan for implementation?

_____

19a. Will your school formally evaluate its attendance plan for effectiveness this school year?

Yes _____ No _____ Not Sure _____

(If yes) 19b. Will a written report be submitted?

Yes _____ No _____ Not Sure _____

20. Please identify the <u>most</u> effective and the <u>least</u> effective components of your school's attendance plan.

_____
_____
_____

CHECKLIST FOR LOCAL SCHOOL ATTENDANCE SERVICES

Attendance Card - Student required to carry attendance cards to all classes for teacher signature

Phone/Personal - initial telephone contact with parent or guardian in notification of student absences

Interview/Student - face-to-face interview alone with student at the school

Interview/Parent - face-to-face interview alone with parent or guardian at the school

Interview/Student-Parent - face-to-face interview with student and parent or guardian at the school

Interview/Group - interview with group of students

Team Conference - meeting of school and non-school staff about student

Assessment/Diagnosis - administered instrument for behavioral diagnosis (i.e. attitudinal or self-perception tests)

Written Plan/Services - written plan of attendance service to be provided

Written Plan/Goals - written plan of student attendance goals as agreed by the student

Instructional/Modifications - recommendation changes in the instructional program

Instructional/Support - recommended additional instructional support for the student

Home visit - interview with student or parent or guardian at home

Contact/General - General contact made with the parent or guardian, such as mail correspondence or unscheduled conferences

Contact/DCPS - contact made with another DCPS employee about student

Contact/Agency - contact made with outside service agency about student

Referral/SASC - student referred to a Student Attendance Service Center

Referral/Outside - Student referred to outside agency for counseling

Truancy Hearing - hearing held with student, parent or guardian, attendance staff and D.C. police about student

Follow-up/Police - contact with school initiated by D.C. police following police pick-up or truancy hearing

Referral/Family Court - documentation completed for student referral to Family Branch of the D.C. Superior Court

Case Terminated/Still in School - attendance service terminated and student remains in this school

Case Terminated/Out of School - attendance service terminated and student has left this school

CHECKLIST FOR SASC SERVICES

Prior Service - attendance service provided at this center prior to September, 1986

Case Opened - cased opened or reopened for this school year

Interview/Student - face-to-face interview alone with student at the SASC

Interview/Parent - face-to-face interview alone with parent or guardian at the SASC

Interview/Student-Parent - face-to-face interview with student and parent or guardian at the SASC

Interview/Group - face-to-face interviews with student in group setting with other students.

Team Conference - meeting with school and non-school staff about student

Assessment/Diagnosis - administered instrument for behavioral diagnosis (i.e. attitudinal or self-perception tests)

Written Plan/Services - written plan of services to be provided

Written Plan/Goals - written plan of attendance goals as agreed by the student

Home Visit - interview with student or parent or guardian at home

Contact/General - unscheduled contact made with parent, guardian or other relative about student

Contact/DCPS - contact made with another DCPS employee about student

Contact/Agency - contact made with outside service agency about student

Team/Conference - meeting of school and non-school staff about student

Participation/Community Project - student participation in community service project for personal development

Referrals/Local School - student referred back to local school for continued attendance services

Referrals/Family Court - student recommended for referral to the Family Branch of the D.C. Superior Court

Follow-up/Local School - contact initiated by SASC with school following SASC attendance services

STUDENT QUESTIONNAIRE ON SCHOOL ATTENDANCE

Student Code: _____ School Name: _____

Grade: _____ Age: _____ Sex: _____

Please circle the number which describes your feelings toward the following statements.

Agree Strongly	Agree	Not Sure	Disagree	Disagree Strongly
5	4	3	2	1

1.	I often stay out of school to be with my friends.	5	4	3	2	1
2.	I usually stay out of school when I don't have money.	5	4	3	2	1
3.	My teachers seem to care a lot when I do not come to school.	5	4	3	2	1
4.	I usually try to come to school when I am scheduled to have a test.	5	4	3	2	1
5.	I usually try to come to school even when the weather is bad.	5	4	3	2	1
6.	I often stay out of school because I don't fit in with the other students.	5	4	3	2	1
7.	I feel that attending school is important to my future.	5	4	3	2	1
8.	I stay out of school because my parent(s) or guardian(s) does not care.	5	4	3	2	1
9.	I usually come to school in order to stay out of trouble.	5	4	3	2	1

	Agree Strongly 5	Agree 4	Not Sure 3	Disagree 2	Disagree Strongly 1
10. By attending school regularly, I can make better grades.	5	4	3	2	1
11. I usually stay out of school when I cannot get there on time.	5	4	3	2	1
12. I usually stay out of school when I have not completed my homework.	5	4	3	2	1
13. I often stay out of school to help my family.	5	4	3	2	1
14. It's important to come to school even when I don't feel like it.	5	4	3	2	1
15. I don't like to miss school because I fall behind in my class.	5	4	3	2	1
16. I often miss school because my teachers don't like me.	5	4	3	2	1
17. I often miss school because I don't learn much when I attend.	5	4	3	2	1
18. It is my responsibility to attend school regularly.	5	4	3	2	1
19. I often miss school in order to work.	5	4	3	2	1

20. Who do you live with most of the time?

_____ a. Both mother and father
_____ b. Mother
_____ c. Father
_____ d. A legal guardian
_____ e. Other: _____

21a. Do you have brothers or sisters also attending this school?
Yes _____ No _____

(If yes) 21b. How many of each?
Brothers _____ Sisters _____

PARENT QUESTIONNAIRE ON SCHOOL ATTENDANCE

Please circle the letter next to the response which best describes your answer to these questions.

****

1. To what extent do you feel your child's school monitors his or her school attendance?

   a. to a great extent
   b. somewhat
   c. not at all

2. How often have you received telephone calls from the school regarding your child's school attendance?

   a. a lot
   b. only a few times
   c. once or twice
   d. never

3. How often have you visited your child's school to discuss his or her attendance?

   a. a lot
   b. only a few times
   c. once or twice
   d. never

4. To what extent do you feel you are responsible for your child's school attendance?

   a. to a great extent
   b. somewhat
   c. not at all

5. To what extent would notifying you of your child's school attendance prevent your child from having "unexcused" absences?

   a. to a great extent
   b. somewhat
   c. not at all

6a. Would you rather be notified of your child absence from school by:

a. a recorded telephone message
b. the school attendance staff
c. either of the above
d. none of the above

Explain why: _____

7. To what extent do you feel the attendance staff at your child's school has helped to maintain or improve your child's attendance.

a. to a great extent
b. somewhat
c. not at all

8. To what extent do you participate in your child's school activities?

A. to a great extent
B. somewhat
C. not at all

9. To your knowledge, does your child's school have an "attendance improvement program"?

a. yes
b. no
c. not sure

10. Which do you think would improve or maintain your child's school attendance the most?

a. academic support
b. a different schedule
c. school punishment
d. school rewards
e. none of the above
f. other: _____
(specify)

PROFILING CHRONICALLY TRUANT STUDENTS

Staff Questionnaire for the Student Attendance Service Centers

SASC Name: _____

Check One:
_____ SASC Director
_____ Social Worker
_____ Attendance Counselor
_____ Attendance Aide

These statements refer to most of the students you have served at this SASC. Please circle the number which describes your opinion for each of these statements.

	Agree Strongly		Agree		Not Sure		Disagree		Disagree Strongly
	5		4		3		2		1
1. The students referred to this SASC seem willing to openly discuss their attendance problem.	5		4		3		2		1
2. These students seem willing to set realistic attendance improvement goals.	5		4		3		2		1
3. These students seem willing to listen to counseling advise.	5		4		3		2		1
4. These students seem to understand the legal implications of truancy but do not care.	5		4		3		2		1
5. These students seem to feel in control of their own behaviors.	5		4		3		2		1
6. These students have parents who respond positively when contacted.	5		4		3		2		1
7. These students have parents who are aware of their attendance problem but seem to lack control.	5		4		3		2		1

	Agree Strongly	Agree	Not Sure	Disagree	Disagree Strongly
	5	4	3	2	1

8.	These students have parents who seem willing to make an effort to motivate and monitor their school attendance.	5	4	3	2	1
9.	These students have siblings who also have attendance problems.	5	4	3	2	1
10.	The attendance problems of these students can be attributed mostly to economic or social factors rather than in-school factors.	5	4	3	2	1
11.	These students need an alternative school setting different from the one they are presently in.	5	4	3	2	1
12.	These students would be willing to accept an alternative school placement if offered.	5	4	3	2	1
13.	These students would improve in attendance if their school program would permit them to work part-time.	5	4	3	2	1
14.	These students would improve in attendance if they were given more academic support.	5	4	3	2	1
15.	These students usually need assistance in obtaining family social services.	5	4	3	2	1
16.	These students would be receptive to community support if offered (i.e. employment, tutoring and counseling).	5	4	3	2	1
17.	These students require a close "watch" by the D.C. Police in order to attend school regularly.	5	4	3	2	1

Agree Strongly	Agree	Not Sure	Disagree	Disagree Strongly
5	4	3	2	1

18.	These students require intense, <u>individual</u> counseling beyond the services of this SASC.	5	4	3	2	1
19.	These students require intense, <u>family</u> counseling beyond the services of this SASC.	5	4	3	2	1
20.	These students are simply buying time until they can legally drop out of school.	5	4	3	2	1